DOCUMENT RESUME

ED 363 401 PS 021 620

TITLE	A Time To Grow, Show, Know! A Guide for Early Childhood Education Programs, Birth through Kindergarten Age...and Beyond.
INSTITUTION	Wichita Public Schools, Kans.
PUB DATE	Sep 92
NOTE	209p.; Photographs may not reproduce clearly.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Behavior Development; *Child Development; *Class Activities; Curriculum Guides; Decision Making; Early Childhood Education; Individualized Instruction; Learning Activities; Lesson Plans; Paraprofessional School Personnel; Parent Participation; *Preschool Curriculum; Student Evaluation
IDENTIFIERS	*Developmentally Appropriate Programs; *Wichita Public Schools KS

ABSTRACT

This guide provides early childhood educators with information that will facilitate the construction of a developmentally appropriate curriculum for children from birth through kindergarten age. Such a curriculum: views cognitive, language, affective, and physical development as interrelated and interdependent; is appropriate for the child's age level; is responsible to the individual developmental needs and interests of individual children; ensures continuity of goals and experiences; involves the family in the child's education; and respects and incorporates the diversity found in families. The eight sections in the guide discuss: (1) the foundations for early childhood development curriculum: (2) curriculum decision making; (3) strategies to nurture positive behavior; (4) the developmental needs of children from birth through age 3; (5) the developmental needs of children from age 3 through 6; (6) the responsibilities of a program to parents; (7) effective use of paraprofessionals in the classroom; and (8) assessment. Each section includes activities that view the child as developing in a holistic way. Contains 106 references. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 363 401

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

A TIME TO . . .

GROW . . .

SHOW . . .

KNOW!

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cynthia L. Shaffer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EARLY CHILDHOOD PROGRAMS

WICHITA PUBLIC SCHOOLS

PS 021620

BEST COPY AVAILABLE

A TIME TO . . .

GROW . . .

SHOW . . .

KNOW!

A GUIDE FOR EARLY CHILDHOOD EDUCATION PROGRAMS BIRTH THROUGH KINDERGARTEN AGE . . . AND BEYOND

This guide was developed by
USD 259 Early Childhood Educators
Wichita, Kansas

Ron Naso, Associate Superintendent for Education Services
Kathy Caldwell, Director Early Childhood Services
Cindy Shaffer, Coordinator, Prekindergarten Programs

Early childhood is a critical time for learning--

Childhood is a time to dream, explore, discover, create, and enjoy.

Childhood is the most basic human right of children.

David Elkind

Quality early childhood programs depend upon the degree to which educators employ a curriculum based on principles of child development and on an understanding of young children's intellectual, social, emotional, and physical needs. This guide was developed in an effort to provide educators with information useful for implementing the essential elements of a developmentally appropriate curriculum...one in which children's developmental levels and unique learning modes are taken into account.

Teachers, administrators, and support staff must work together to successfully teach and nurture the young child. Our challenge is to respond to the needs of our young children--our students--so that they will derive the greatest value, pleasure, and fulfillment from their childhood. The intent of **A Time to Grow...Show...Know!** is to provide teachers usable information on the issues of teaching and working with young children in the public school setting.

Kathy Caldwell

Kathy Caldwell

Director, Early Childhood Programs

PREFACE

The focus of this guide is to provide the early childhood educator with information that will facilitate the construction of a developmentally appropriate curriculum for children from birth through kindergarten age. It is our hope to expand the guide in future years to include relevant and important information for the teachers of first and second grade children as they also pursue the construction of developmentally appropriate classrooms and curriculum.

This guide addresses the early childhood period as a continuum of development that acknowledges the unique characteristics of each child. It approaches curriculum issues from the developmental perspective, allowing for age and individual characteristics. As a result of the emphasis on uniqueness, this guide helps the user make good choices for children.

This guide is organized into several sections identified for ease of use and personal addition. Sections address specific characteristics of the young learner, explore typical settings, emphasize developmental processes across various age spans, and discuss the importance of positive working relationships within the classroom and home environments. An effort has been made to reference both genders throughout this guide in recognition of our committment to an anti-bias approach. The inclusion of short vignettes illustrate various ideas presented in several of the sections. It is important to process each section with regard to the foundations of early childhood curriculum that are discussed in section one.

ACKNOWLEDGEMENTS

This curriculum guide is the result of many hours of work by a committee of early childhood educators in USD 259. It is based on a document entitled THE OHIO EARLY CHILDHOOD CURRICULUM GUIDE, developed by the Stark County Department of Education. Sections of that document were used in their entirety, with other sections adapted or deleted to fit USD 259 programming. Pictures represent programs in USD 259.

Our thanks and gratitude are extended to Stark County Department of Education for their time, effort, research and generosity. The guide which they developed is available for your perusal through the Early Childhood Education Department of USD 259.

The following teachers comprised the curriculum committee and represent four different programs in USD 259.

NAME	PROGRAM	SCHOOL
Ann Amey	BOE	Booth
Phyllis Bontrager	C-1	Cloud
Sharon Kupfersmith	ECSE	Little
Lois Lofton	H. S.	Longfellow
Valerie Mayta	H. S.	Colvin
Janice Snow	C-1	Dodge
Mary Taylor	CLC	Northwest
Narnie Woolley	ECSE	Dodge
Cheryl Wurtz	CLC	West

Our thanks also to a committee of Kindergarten teachers who worked diligently with Brenda Leerskov to provide reinforcement, ideas and suggestions along the way.

NAME	PROGRAM	SCHOOL
Nancy Demott	ADAK, C-1	Enterprise
Bart Flickinger	HDK	College Hill
Angela Maloney	ADK	Mueller
Jeannette McAdam	ECSE-5	Booth
Pearlie McCoy	EDK	Lincoln
Dianne Meier	ADK, C-1, C-2	Washington
Karen Wright	ADK	Booth

Thanks also goes to Kathy Caldwell, Jack Furan, Jerry Stewart, Phil Rhea, Brenda Leerskov, Judy Zimbelman and Linda Saad who took the time to review draft documents and provide ideas and suggestions.

Thank you to Ron Naso for supporting the project with funding, to Mike Segmund and the print shop for making everything look wonderful, and to Bernie Ligons for keeping track of the meeting dates, scheduling rooms and keeping calendars on schedule.

Last, but certainly not least---a tremendous thank you to Sue Ward who spent countless hours typing, proofing, copying, collating and generally holding everything together.

This document is made possible by the work and dedication of many individuals who believe in the pursuit of early childhood education programs that provide developmentally appropriate environments for young children.

Thank you for taking time to read and review it.

Cindy Shaffer

Cindy Shaffer, Coordinator
Prekindergarten Programs

"Childhood Should Be A Journey . . . Not A Race"

CONTENTS

USD 259 PHILOSOPHY AND GOALS

Foundations for Early Childhood Curriculum

Introduction 2
Developmentally Appropriate Practice 4
Assumptions of Early Childhood Curriculum 5
Ways Young Children Learn 6
The Role of the Family in Early Childhood Education 8
Guidelines for Effective Communication With Families 9
Principles for Early Childhood Curriculum Development 10

Curriculum Decision-Making

Decision-Making Process 13
Environmental Overview 18
The Planning Process 20
Themes 25
Integrating Children With Special Needs 31

Strategies to Nurture Positive Behavior

Dealing With Difficult Behavior Problems 37
101 Ways to Praise a Child 39
100 Ways to Say Very Good! 40
Things to Remember About Young Children 41
Skilled Ways of Talking to Children 43

Birth to Three Years

Introduction 46
Meaningful Infant Program 47
Principles for Infant Care 48
Environmental Overview 49
Sample Schedules and Room Diagrams 53
Transitions: Birth to Three Years 56
Developmental Charts and Vignettes 58

Three to Six Years

Introduction 90
Environmental Overview 91
Sample Schedules and Room Diagrams 94
Learning Materials 107
Adult Interactions 109
Transitions: Three to Six Years 111
Developmental Charts and Vignettes 112

Responsibilities of a Program to Parents

Suggestions for Working With Parents .12
Earlier Is Not Better 122
Sample Parent Correspondence 123

Effective Use of Paraprofessionals in the Classroom

Responsibilities of Teachers to Paraprofessionals 131
Establishing Teacher-Para Rapport 132
Dealing with Problems When Supervising Others 133
Instructional Paraprofessionals, Prekindergarten Early-Childhood Education (Job Description) 134
An Extended Hand: Developing a Feeling of the Worth Regardless of the Task 135
Child Interaction Guidelines for Paraprofessionals 136

Assessment

Guidelines for Appropriate Assessment 137
Prekindergarten Learning Outcomes 141
Kindergarten Learning Outcomes 145

Appendix 149

Resources and Bibliographies 155

EARLY EDUCATION PHILOSOPHY

We recognize that young children learn best through active involvement with their environment. This involvement provides for the growth and development of the whole child, physically, emotionally, socially and intellectually. To nurture this development in a relaxed setting requires time. We believe implementation of this philosophy will provide children the time to experience their childhood.

We believe in childhood. Childhood - the time to dream, explore, discover, create and enjoy is rapidly becoming a vanishing phenomenon. In its place, society has imposed an adult-like environment, filled with inflexible routines, unrealistic standards and overwhelming demands. Much of this has been brought about by changing lifestyles, economic issues, technology, and global interaction. Because of these influences, there is a need to bridge the gap between these unrealistic societal expectations and what early childhood educators believe is best for children.

We believe a developmentally appropriate program will provide children more time and opportunity.

1. To feel good about themselves as capable, unique individuals.
2. To engage in playful work.
3. To grow in decision making, problem solving, and critical thinking.
4. To express themselves creatively through language, writing, movement, and use of materials and resources.
5. To interact in guided and informal play experiences.
6. To develop self-motivation, self-discipline, and self-direction toward purposeful activities.
7. To explore their environment using their five senses.
8. To foster a curiosity and enthusiasm for learning.
9. To enjoy age-appropriate activities for their own sake, not only as a preparation for the future.

We believe that the implementation of this philosophy requires a firm commitment to a home and school partnership. Therefore, we must recognize and appreciate the contributions that both home and school make to the care and education of young children.

EARLY CHILDHOOD PROGRAM GOALS

A high quality Early Education Program expands the young child's world in terms of time and experience.

The goals of the Early Education Program are to provide:

1. A child-centered environment which encourages competence and self-esteem.
2. A positive, non-competitive, non-sexist atmosphere which fosters an acceptance of the uniqueness of self and others.
3. A physical setting which allows a child to safely explore self-selected activities.
4. A learning setting in which teaching means facilitating a child's intellectual growth through guided discovery in a prepared environment.
5. An experiential, hands-on, curriculum flexible enough to meet individual and group needs.
6. Developmentally-sequenced activities which not only contribute to a child's total progress, but are also enjoyable and meaningful.
7. Effective communication skills (oral, written, listening, reading) which are interwoven into the child's daily experiences.
8. Opportunities for family involvement which strengthen the educational program, enhance the child's experiences, and lay a foundation for the future of the home-school partnership.
9. A more adequate assessment of each child's ongoing education and developmental needs in terms of physical, emotional, social, and intellectual growth.

FOUNDATION FOR EARLY CHILDHOOD CURRICULUM

INTRODUCTION

Throughout the nation, early childhood education is receiving increasing attention. High quality programs provide children with important foundational experiences for later development and learning.

Early childhood education encompasses a variety of programs, such as family and group child care, infant-toddler-parent classes, preschool, kindergarten, and primary education. Providers range from individuals and public schools, to government, public, and private agencies. The family of the child is seen as an integral part of the child's care and education. The Early Childhood Curriculum Guide (Birth through Age Eight) is designed to assist early childhood professionals in these diverse settings to make decisions regarding the design and implementation of developmentally appropriate curricula.

The principles that shape the focus of this guide are based on best practices in early childhood education as defined by the National Association for the Education of Young Children. These practices reflect the knowledge base for early childhood education, child development, and research that has identified key components of a high quality program.

The guide describes a developmentally appropriate curriculum as one that:

- views the child as developing in a holistic way and views cognitive, language, affective, and physical development as interrelated and interdependent.
- is appropriate for the child's age level.
- is worthwhile.
- is responsive to the individual developmental needs and interests of individual children.
- views the child's interaction with the physical and social environment as the essence of the curriculum.
- focuses on the process of learning as well as the content of the curriculum.
- attends to the development of the child's self image as a learner.

- provides learning experiences that integrate the various content areas.
- views assessment as an integral part of curriculum development.
- insures continuity of goals and experiences for children across the birth though eight years age span as a way of enhancing development.
- involves the family in the child's education.
- respects and incorporates the diversity found in families.

The guide provides a framework for decision making that involves:

- assessment by gathering information on the developmental history of each child, observing each child within the group setting, and comparing observations with developmental milestones for the age period.
- goal setting for each child and the group.
- identification of age and individually appropriate processes and content.
- designing the learning environment to insure age and individual appropriateness.
- ongoing assessment of individual and program goals.

Programs vary considerably due to resources available for curriculum development. Space may limit the range of experiences. The guide outlines a curriculum that is not dependent on local circumstances but allows for attention to local needs and goals.

Organization

The guide is organized into three sections: birth to three, three to six, and six to eight. (When focusing on individual goals for children, it may be necessary to refer to portions of the guide that more appropriately match the child's developmental age rather than the chronological age of the child.)

All three sections utilize a common framework of goals, processes, content, learning experiences for curriculum development to insure continuity across the early childhood years.

A special feature of the guide is the incorporation of vignettes written by teachers. These illustrate the basic principles of both child development and curriculum planning for young children as they describe child and adult activity in early childhood classrooms.

Common Themes Across The Guide

The developmental domains are inseparable. For example, affective-communicative refers to the interplay of social, language, and emotional development.

The process of learning as opposed to the product of training is stressed (problem solving as opposed to academic skills).

Strategies for responding to diverse needs of children are incorporated within each section.

Family involvement is integrated within each section.

Assessment is seen as integrally linked with curriculum development and, as such, ongoing. Observation is a primary method for gathering information about each child's abilities, needs and interests.

The important role of transitions, both within the program and from one program to another, is addressed in each section.

DEVELOPMENTALLY APPROPRIATE PRACTICE

The National Association for the Education of Young Children first published a position statement entitled "Developmentally Appropriate Practice" in 1986 to assist those using the National Academy of Early Childhood Programs Criteria for Accreditation. The criteria were used to evaluate quality which referred to developmentally appropriate practice without defining the concept. A clear definition was needed.

In 1987, an expanded version defined developmentally appropriate practice for children from birth though age eight. The document specified both appropriate and inappropriate practice for young children.

The definition of developmentally appropriate practice has two vital components: *age appropriateness* and *individual appropriateness.* Age appropriate curriculum and practice is that which meets the needs of a particular chronological age span. The universal sequence of development is central to this part of the definition. Professionals need to be familiar with the norms of development, acceptable ranges of deviation from the norms, and child behaviors that demonstrate those norms.

The second part of the definition focuses upon individual appropriateness. Individually appropriate curriculum and practice is that which is based on the unique abilities or characteristics of a child or group of children. Professionals in this case must be able to observe and assess the individual capabilities of a child or group, including ethnic and/or cultural characteristics and life situations. Applying such observations to children's curriculum and care practices is key to individually appropriate practice.

Both age and individual appropriateness are necessary for best practice to occur. Care givers who are engaged in developmentally appropriate practice and who know developmental areas (physical, language, affective, cognitive) over the age span are able to observe and assess individual children and groups of children and can match appropriate curriculum to the individual needs and group needs.

Note: For more information regarding NAEYC's position on developmentally appropriate practices, please contact the NAEYC to obtain a copy of the document.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8
National Association for the Education of Young Children
1834 Connecticut Avenue, NW
Washington, D.C. 20009-5786
1-800-424-2460

ASSUMPTIONS OF EARLY CHILDHOOD CURRICULUM

Importance of the Early Years

The early childhood years from infancy through the primary grades provide an important foundation for later development and school success. This time in the child's life is marked by rapid development and qualitatively different thinking and learning in comparison to the later years. The curriculum must reflect current best research knowledge about how children grow and develop.

Nature of Development in the Early Years

The following assumptions about development serve as a foundation for this guide:

- The process of development is dynamic across the lifespan.
- Development is a complex process, involving an interplay of biological and environmental forces.
- Universal predictable sequences of development exist.
- Each child is unique in his or her rate and expression of development.
- Differences in the rate of development exist among children and within each child.
- Each child inherently possesses the inner motivation to develop; children's belief about themselves influence the course of development.
- Development in one area reflects and affects development in other areas.

(Lerner, 1982; Piaget, 1963; Bronfenbrenner, 1979).

Essential Needs of Young Children

Young children develop and learn best when both basic physiological and psychological needs are satisfied. Attention is given to:

- maintaining physical health and well-being, including nutrition and the need for both activity and rest.
- preserving a predictable, safe, and secure physical environment.
- fostering a sense of trust and belonging to significant others.
- encouraging the development of autonomy and providing many appropriate opportunities to act upon one's environment and to make choices.
- recognizing and respecting one's individuality, including family and culture.
- developing self esteem and a sense of competence.
- acquiring appropriate expectations for behavior.

(Maslow, 1968; Bronfenbrenner, 1979; Erickson, 1963)

WAYS YOUNG CHILDREN LEARN

Learning takes place as children actively construct their own knowledge. Meaningful learning comes as children interact with people and objects and, consequently, revise their knowledge. In infancy, this action is primarily physical. As children become capable of symbolic thought, this action expands to include mental representations (thinking about objects, people, activities, ideas).

When essential needs are met, children have an inner motivation to learn. They actively explore, manipulate, and experiment in an effort to understand their world. From tasting and touching to building and taking apart, asking and answering questions and using emerging literacy skills, children construct knowledge, acquire skills, and develop dispositions and feelings related to their world.

In childhood, learning is integrated and continuous. It is impossible to meaningfully separate one developmental domain or one content area from another. To construct a curriculum on narrowly defined and isolated skills and content is to ignore this basic learning principle.

Learning is relative when it is based on children's interests and experiences and is matched with the developmental level and individual learning style of each child. Children learn at different rates and in different ways. The curriculum must be responsive to and respectful of the diversity that exists among children and their families.

Play remains the primary way in which learning occurs in the early years. Through play, children discover concepts and relationships and practice newly acquired skills. As they play with peers and others, they acquire important social skills, including negotiation and conflict resolution, social conversation, and role taking.

Play is development in action. In play, children demonstrate their understanding of the world and their role in it. As adults observe children's play, they can describe their developmental levels, needs and interests.

Play is the best vehicle for integrating learning across all developmental domains: cognitive, language, affective or social, and physical. For example, in building a pretend tree house, children might negotiate who is to do what job, make written signs to identify their construction, and solve problems related to how to get objects up to the tree house.

Young children need concrete items for play (for example, real nonworking telephones); older children can more easily substitute one object for another and create imaginary toys for play.

Adults enhance children's learning through play by:

- providing appropriate space and materials.
- observing carefully children's play.
- helping children identify their own ideas and put them into action.
- facilitating their problem solving through strategies such as asking questions.
- modeling role taking for children in need of such assistance.

Young children need time to play. The preschool and kindergarten classroom schedules need to provide a substantial block of time for children to explore and engage in constructive play and dramitic play such as block building and pretending to be adults. There needs to be time to invent and play games with rules and practice newly acquired skills.

Through a carefully planned environment including responsive adults and peers, children develop the knowledge, skills, dispositions, and feelings that are linked with life long learning. Among these are initiative, curiosity, problem solving strategies, persistence, divergent thinking, representational thought, and utilization of others as sources for knowledge.

(Elkind, 1976; Forman and Kuschner, 1983; Hohmann, Barnet, and Weikert, 1987; Johnson, Christie and Yawkey, 1987; Kamii, 1978; Katz, 1985; Kohlbert and Devries, 1990; Maslow, 1968; Singer, 1977).

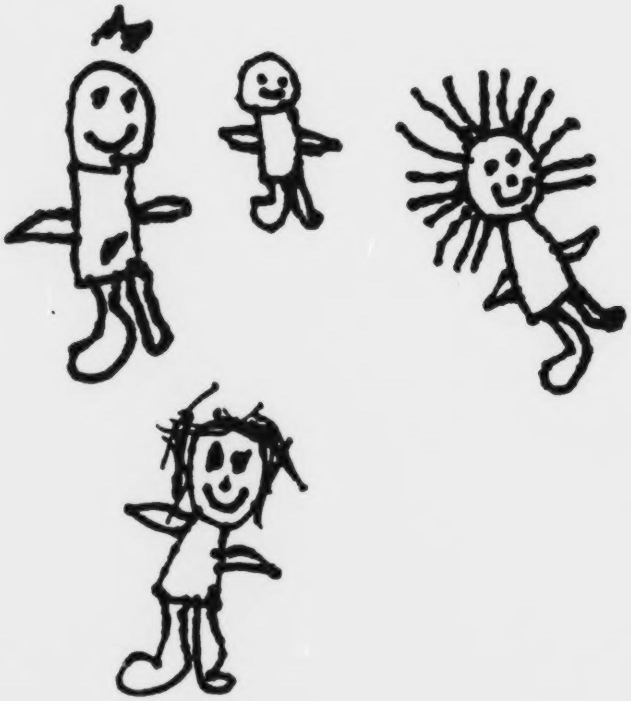
THE ROLE OF THE FAMILY IN EARLY CHILDHOOD EDUCATION

In early childhood education, educators focus on the child and his or her family. The word "family" refers to all persons who hold primary care giving responsibility, including biological, adoptive, foster, and step-parents, siblings, extended family, and kinship relationships. Each child has home intimacies and experiences that impact program development. The primary bridge between home and school is the family. Developmentally appropriate programs are responsive to the needs of families as well as children. A goal for educators is to identify, accept, and respect the values of individual families.

Families may need to be aware of appropriate expectations for their children, ways to facilitate young children's learning, and community services for families.

The curriculum in an early childhood setting reflects and respects the diversity of families in this society. Planned collaboration between home and center or school increases the potential for greater continuity of experience for the child, thus enhancing development and learning. This collaboration also develops positive attitudes toward parenting and effective parenting skills.

(Powell, 1989; Peters and Kontos, 1987; deLissovoy, 1973)



GUIDELINES FOR EFFECTIVE COMMUNICATION WITH FAMILIES

- Families count on you to provide the same degree of nurturing, love, and respect for their child as they do. Earn their trust.

- Families rely on your expertise. Be certain to make decisions or suggestions based on documented evidence. If you are unsure of an answer, direct yourself or the parents to resources that may help.

- Because families view children as extensions of themselves, be sensitive in your remarks. Positive comments about a child reflect good family skills whereas criticism may be taken as a family's failure.

- Realize that families have the ability to identify goals for their children and solutions to problems, and to invest as mutual stakeholders in their children's program.

- Families are invaluable resources about their child. Information sharing is essential in understanding and working with the child.

- Families will differ in their participation level because of work schedules, family responsibilities, and resources. Provide opportunities for parent involvement that are varied and satisfying for participants.

- Families will differ in their ability or desire to communicate. Due to their own educational history, parents may be hesitant to become involved with the program. Be persistent and patient in order to build positive home-school collaboration.

- Share your program's philosophy and goals during enrollment, parent orientation, open house, conferences, and in ongoing newsletters.

- Families and educators need "sharing times" to build a partnership. Provide for informal sharing times (chats, phone calls, notes) and formal sharing times (conferences, newsletters, visits).

- Family communication strategies will vary according to the age of the child. Develop strong communication links through written means, such as newsletters and notes.

- Understand that the information a family needs or wants will vary by developmental concerns. For instance, give the family of an infant daily information concerning the feeding and sleeping routines of its child. The parents of a four year old may be interested in their child's social development. The family of a second grader may desire suggestions for school enrichment strategies to do at home.

PRINCIPLES FOR EARLY CHILDHOOD CURRICULUM DEVELOPMENT

Considerations differ when planning for children of different ages. Nonetheless, it is possible to identify a set of principles that guide early childhood educators' work, regardless of the ages of the children served. In each section of the guide, these principles are applied to the unique needs and learning styles of young children.

The National Association for the Education of Young Children has addressed these principles in (Bredekamp, S., 1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8* and other documents.

Curriculum for young children is comprehensive---addressing all aspects of development through a program that is both age and individually appropriate.

- The curriculum addresses affective, cognitive, language, and physical development.
- Goals, processes, content, and learning experiences are based on established developmental norms.
- The curriculum allows for expansion or contraction of goals, content, and learning experiences to meet the individual needs of children.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child.
- Assessment and curriculum development are both an ongoing and an integrated process.
- Caregiving and education are inseparable components of the child's day.

The child is an active learner throughout the day.

- The curriculum provides opportunities for children to pursue their own interests and curiosities, and to make appropriate choices.
- The curriculum encompasses the entire day. "Learning" cannot be relegated to certain times of the day (such as teacher directed activities, morning).

Learning is integrated throughout the day.

- Teaching isolated skills and concepts is avoided. The curriculum stresses processes and content that incorporate skill development.
- Content selection is based on criteria that include interest (both developmental and cultural) appropriateness, and potential for enhancing life skills.

- Curriculum stresses thinking and problem solving.
- Activities include two or more developmental domains or content areas.
- Themes or units are used as a framework for organizing and integrating the content.

The learning environment promotes conceptual development in all children.

- The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, transform from real to pretend, and collaborate with others in developing play themes.
- Play materials avoid stereotypic play themes; rather, they encourage children to explore a variety of roles and themes. Materials provide a multiethnic, multicultural, non-stereotypic emphasis.
- A variety of sensory materials is available to the children, including sand, water, paint, and a variety of textures.
- There is ongoing evaluation of the physical environment for its developmental appropriateness and challenge.
- Children have substantial uninterrupted blocks of time to engage in self-selected activities.

Interactions between adults and children and among children are a central component of an early childhood curriculum.

- Adults are responsive to child-initiated communication, engage in meaningful talk, and encourage meaningful conversations.
- Learning takes place in a social context; children have many opportunities to learn and practice social and problem solving skills with their peers.

Curriculum development is an interactive process involving children, families, teachers, administrators, and the community. Rather than being predetermined, curriculum evolves for each group of children.

- Children's ideas are solicited and valued.
- Observational strategies assess the children's progress.
- Families have meaningful opportunities to provide input regarding their children's goals.

- The curriculum reflects the diverse cultural groups and individuals in the community and society.
- The curriculum reflects and acknowledges the multiple contexts in which children and families function.
- Families and teachers regularly confer about children's developmental progress.

Continuity of goals and expectations across the early childhood years helps children have a smooth transition from one environment to another.

- While each period (0-3, 3-6, 6-8) provides a foundation for the one that follows, the curriculum focuses on developing the individual throughout life.
- Transitions from one environment to another are planned.
- Within any one period, children will represent diverse developmental levels. A curriculum based on knowledge of child development will allow for maximum flexibility.

Assessment is an ongoing process of gathering information relative to children's development. That information is coupled with norms for child development in planning an appropriate curriculum.

- Assessment procedures involve utilizing multiple information sources about the child's development.
- The range of normative development is considered.
- Each child's rate and expression of development serve as a base for planning an appropriate program.
- Awareness of atypical development as well as processes for referral and service delivery are necessary.
- Results of ongoing assessment of the individual child are communicated to families on a regular basis.

CURRICULUM DECISION-MAKING

DECISION-MAKING PROCESS

The beliefs about how children develop and learn serve as a basis for developing curriculum that addresses the needs of young children and their families. The curriculum development process is one of decision making. A series of steps are involved in the process and are depicted in Figure 1. This figure (page 23) defines the steps that will lead to planning that is appropriate for the range of individuals in the group. The following stages occur in the decision making process:

Developmental History
Gathering of entry-level information for the purpose of getting to know the child and family

Ongoing Observational Process
Gathering and recording information regarding the child's interests and abilities for the purpose of assessing present levels of functioning

Comparison with Universal Sequences of Development
Comparing the child's present levels of functioning with the expected (normative) levels of functioning for the purpose of assessing whether the child is within the normal, expected range of development for his or her age and whether the child is functioning at similar levels across developmental domains (cognitive, motor, affective, language)

Pinpointing Appropriate Goals and Processes
Coordinating the child's functional levels with the appropriate goals and processes for each developmental domain for the purpose of designing reasonable expectations for the near future

Content and Learning Experiences Appropriate for Developmental Functioning
Pinpointing the appropriate content and learning experiences for the level at which the child is functioning for the purposes of addressing the identified developmental needs of the child

Learning Environments
Designing the optimal learning environment for presenting and facilitating the content and experiences designated as important for addressing the defined developmental goals

DECISION-MAKING PROCESS

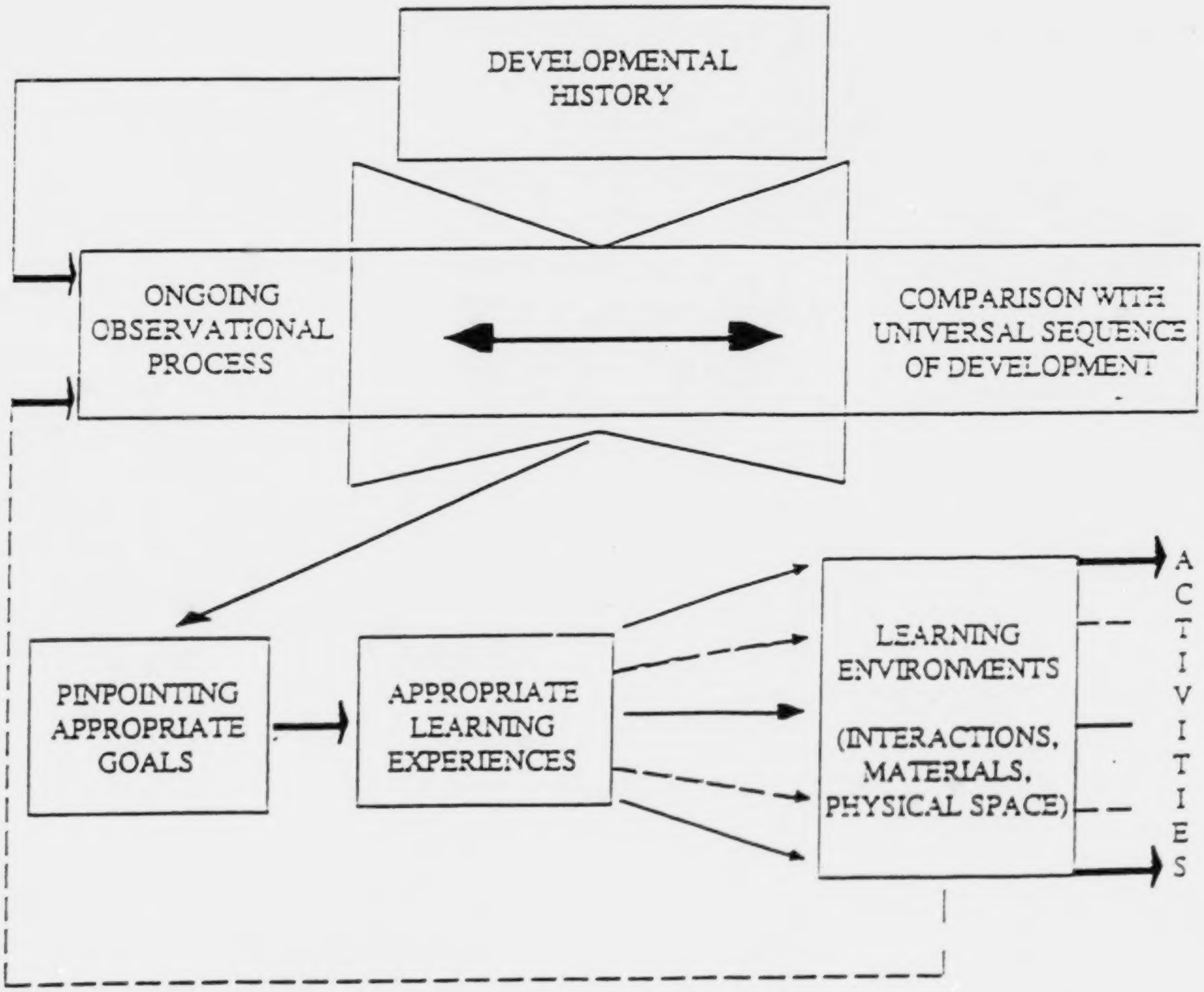

DEVELOPMENTAL HISTORY
ONGOING OBSERVATIONAL PROCESS
COMPARISON WITH UNIVERSAL SEQUENCE OF DEVELOPMENT
PINPOINTING APPROPRIATE GOALS
APPROPRIATE LEARNING EXPERIENCES
LEARNING ENVIRONMENTS
(INTERACTIONS, MATERIALS, PHYSICAL SPACE)
ACTIVITIES

Figure 1

Developmental History

Before a child enters a program, some basic information about the child and his or her family is necessary to provide care givers fundamental knowledge about the child's and family's needs, goals, and interests as they enter the care giving and educational setting. There are a number of questionnaires, and unstructured interviews.

Guidelines for collecting developmental histories are to solicit the family's help as an expert on their child, to gather the information in a non-threatening and confidential manner, and to ask only those questions that are necessary to provide optimal care and education.

The method used for data gathering may vary from program to program and from family to family but may include an unstructured interview, structured interview, questionnaire, standarized instruments, or previous records. The following areas may be among those you choose to address in a developmental history interview:

- Parents' Expectations for the Program
  a. program and philosophy
  b. specific goals for the child
  c. parent education and involvement interests

- Parents' Perceptions of Child's Developmental Capabilities
  a. physical development (fine, gross motor, perceptual)
  b. language development (receptive, expressive, literacy)
  c. affective development (social, emotional, self-help)
  d. cognitive development
  e. factors that effect a child's development

- Child's Health
  a. immunization and childhood disease history, current and past medical needs
  b. food preferences and restrictions
  c. allergies
  d. permission for emergency care

  Optional: (as special needs dictate) peri- and post-natal health, special medical treatment, recent and early health history.

- Family Configuration
  a. composition of immediate family
  b. relationship with siblings and their significant people in family's regular routine.

  Optional: (only as it relates to the service needs of family) extended family configuration and proximity, primary role responsibilities of family members.

Ongoing Observational Process

In order to plan a curriculum that is appropriate for both the individual child and the group, ongoing observation occurs of both. The focus of this activity is on the objective recording of behaviors rather than on the judging of those behaviors. The need for regular updating is critical so that the curriculum meets the actual needs of all children in the program.

Strategies for Observing and Recording:

Individual Level

The need to know how and at what level the child is functioning is critical in planning developmentally appropriate curriculum. To accomplish this, construct a portfolio for each child with the following contents added at regular intervals (daily or weekly), being sure to include complete dates in order to document developmental change:

> Ancedotal Records
>
> Brief statements noting significant daily activity should be recorded on a regular and frequent basis. For instance, it may be noted that a child spends an extended period of the day at the easel painting scenes of his family. It is important to keep in mind all four of the developmental domains (language, affective, cognitive, physical) in recording information that will give a comprehensive view of functioning. A minimum of one record per week will provide, over time, a general view of a child's behavior within the environment. Objectivity of anecdotal records is critical. This form of record-keeping can be done in a number of ways, having notecards available to jot comments on or keeping a small notebook available somewhere handy in the room for spontaneous comments. The anecdotal records are the primary source for comparing the individual child's functioning to the universal sequence of development.
>
> Examples of Products
>
> Samples of the child's products should be added to the portfolio as well. Items such as paintings, drawings, writing, photos, examples of questions posed and answered, or use of materials will provide information about the interests and abilities of the child for future planning. In the birth to two year old group, products such as paintings are less often available. Photos or videos of activity may be more appropriate.
>
> Periodic Narrative of Activity
>
> Occasionally recording the child's activity over a brief period of time can provide additional information about the language, attention span, and interests of the child. These narratives should include all that occurs over a period of fifteen minutes or so during one day.

Group Observations

Just as important is the recording of group activity over the course of time. Such things as the choices children make throughout the classroom, use of materials, types of interactions, levels of play (solitary, parallel, cooperative), and aimless wandering can be noted for future planning purposes. Periodic review of group observations guides long-range planning and provides a developmental assessment of group functioning.

Comparison with Universal Sequences of Development

Once an assessment of the child's or group's present functioning is done, these observations are compared with the sequenced goals for this particular age group and the individual child. In so doing, the observer is able to pinpoint appropriate goals in all developmental domains. The goal is to provide the best descriptive match of the child's or group's capabilities with the universal sequence of development.

Pinpointing Appropriate Goals and Processes for Child

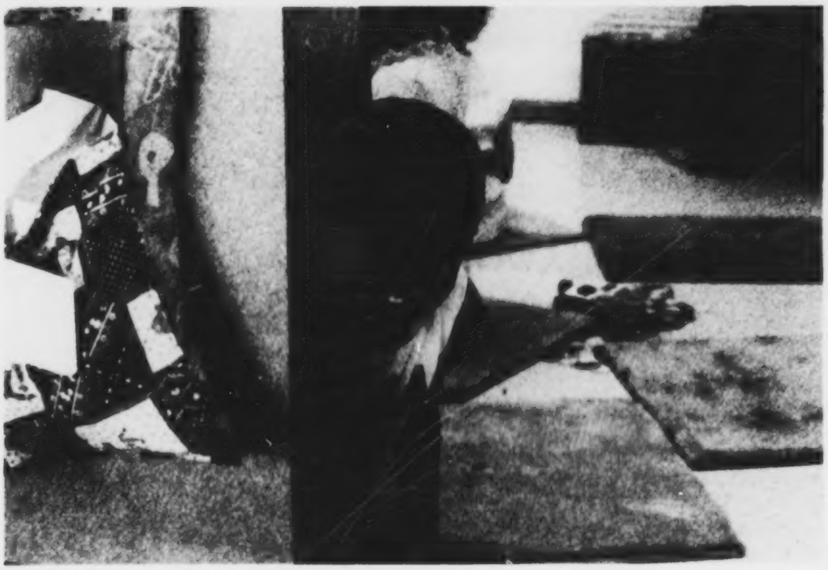
The focus within each developmental domain for those goals within the child's or group's range of challenge will become clear. Planning that focuses on those goals that are appropriate for the children can proceed. In many cases, children within a group will be functioning at similar levels.

Content and Learning Experiences Appropriate for Developmental Functioning

Specific processes are named which address the identified goals. By noting processes which are involved in achieving that goal, specific behaviors and activity are identified. Though the processes are presented hierarchically, the planning of curriculum is not meant to be lock step.

Learning Environments

The space, time, materials and adult interactions necessary for addressing these processes are pinpointed and can be incorporated into the plan for integrated learning experiences. Themes may be one of the vehicles for developing integrated learning environments.



BEST COPY AVAILABLE

ENVIRONMENTAL OVERVIEW

An important aspect of planning a curriculum for young children is the careful preparation of the learning environment. The environment is more than just the physical space. It includes the **adults,** the **space arrangement,** the **time schedule,** and the **materials.** A well-planned environment is responsive to young children's initiations. It gives feedback, poses problems, encourages further exploration, and facilitates the construction of knowledge. It is sensitive to the varying needs, backgrounds, interests, and abilities of the children. The environment serves to manage behavior through organization, type, number and variety of materials, and the way in which the schedule of the day is constructed. When all components are carefully and coherently designed, the environment ***is*** the curriculum.

Individuals working with young children should have appropriate professional preparation in child development and early education. Persons responsible for the classroom should have a minimum of a baccalaureate degree. Classroom assistants should have training in child development and early education.

Care giver characteristics include

- warmth
- sincerity
- compassion
- empathy
- sensitivity to the child's perspective of the world
- respect for self and others
- an understanding of child development
- creativity and flexibility
- an ability to observe and objectively record observations
- an ability to listen
- an ability to reflect upon one's own actions and intentions
- an ability to communicate with others in ways that reflect all of the previous qualities

Learning space should

- encourage independence and exploration.
- provide for individual space as well as room for small and large group activities.
- allow for a variety of learning activities and centers.
- provide varying levels of stimulation to match children's developmental needs.
- encourage organizational skills through an ordered environment with storage space.
- provide children access to all areas, including children with limited mobility.
- give attention to both horizontal (floor, child activity area) and vertical (walls, windows, ceilings) space.
- be both functional and attractive.
- provide space for quiet, contemplative activity as well as more active social activity.
- be safe, free of obstacles, sanitary, and provide clear view of all activities.
- provide, when possible, in-class water source, adjacent toileting and hand washing.

Time should

- be based on child's development level.
- be flexible yet predictable.
- be paced to group and individual needs.
- be balanced between quiet and noisy activity.
- provide for continuous learning.
- include both individual and group activities.
- include planned transition times as important parts of the day.
- include activities for the child to choose as well as teacher-facilitated activities.
- be divided into blocks long enough for children to become immersed in an activity.

Materials should

- be safe, durable, and in good repair.
- be of interest to children.
- be age appropriate.
- be multi-sensory (hearing, seeing, touching, smelling, tasting).
- engage children in active play.
- reflect a multicultural, anti-bias curriculum.
- be adaptable for individuals with special needs.
- be challenging.
- be open-ended and flexible (children can operate on, use materials in more than one way).
- be accessible to all.
- be varied periodically.
- be aesthetically pleasing.
- be of sufficient quantity for use by many children.

THE PLANNING PROCESS

Individual Plans

As a result of the processes outlined above, a specific plan may be developed for an individual child in the group with input from teachers, aides, and parents. Individual plans are re-evaluated periodically so that they are current and meaningful. It is important to include the date on each individual plan.

Group Plans

Staff develop plans for the group that meet the needs of all children in the setting. Group plans are developed on a weekly or bi-weekly basis and define the environmental arrangements for meeting individual needs. A description of theme planning is included to illustrate this step.

SAMPLE PLANNING FORMATS

INTEGRATED LEARNING ACTIVITIES

Individual Plans

Child ______________________________ Date ____________________

	Goals	Processes
Physical:		
Language:		
Affective:		
Cognitive:		

Learning Experiences	Adult Interactions

FIGURE 2

SAMPLE PLANNING FORMAT

Integrated Learning Activities

Group Plan

Theme:

	Goals	Processes	Learning Experiences	Adult Interactions
Language:				
Cognitive:				
Affective:				
Physical:				

Evnirnomental Plan (Space and Learning Materials)

Dramatic Play:

Expressive Arts:

Books & Listening Corner:

Block:

Table Toys/Manipulatives:

Science/Math:

Sand/Water

Outdoor Play:

Gross Motor:

FIGURE 3

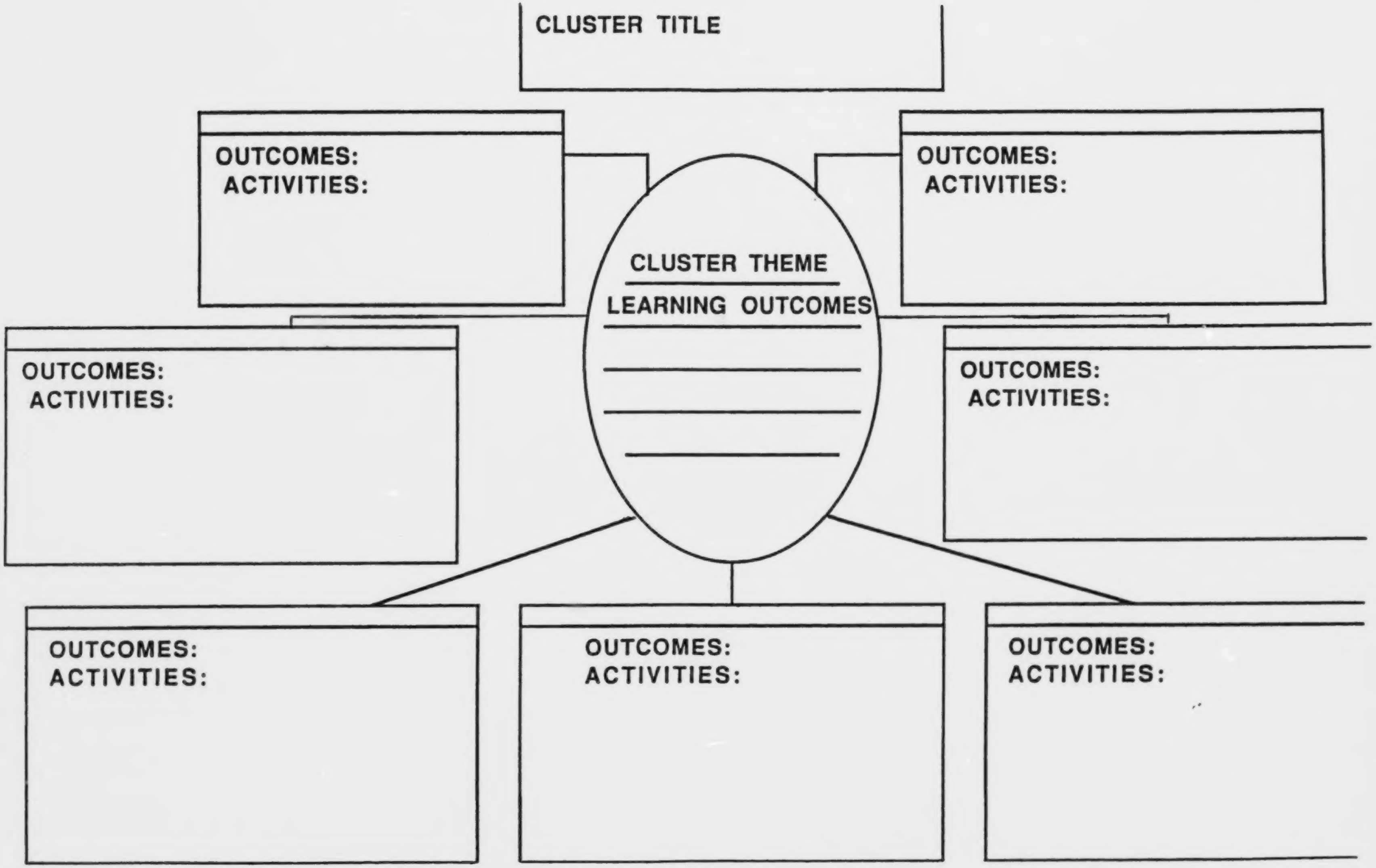

CLUSTER TITLE
OUTCOMES:
ACTIVITIES:
OUTCOMES:
ACTIVITIES:
CLUSTER THEME
LEARNING OUTCOMES
OUTCOMES:
ACTIVITIES:
OUTCOMES:
ACTIVITIES:
OUTCOMES:
ACTIVITIES:
OUTCOMES:
ACTIVITIES:
OUTCOMES:
ACTIVITIES:

FIGURE 4

CLUSTER TITLE:

FAMILIES

ART

OUTCOMES: Child will explore and create representations of families.

ACTIVITIES: Paintings, play-dough sculptures, crayon drawings, shaving cream drawings.

BLOCKS

OUTCOMES: Child will problem solve during construction, and sort and describe objects.

ACTIVITIES: Build houses, roads, etc playing family events. Use wooden family figures and cars to explore family relationships.

CLUSTER THEME

LEARNING OUTCOMES

RECOGNIZING AND EXPLORING FAMILY

FAMILY RELATIONSHIPS AND

RESPONSIBILITIES

WRITING

OUTCOMES: Child will communicate ideas about families through reading and writing.

ACTIVITIES: Make books with drawings of family members and sentences describing each family member. Share with teacher, class and family.

DISCOVERY

OUTCOMES: Child will classify objects by several properties.

ACTIVITIES: Sort articles of family clothing; **(socks, gloves, T-shirts, shoes, hats)**

MANIPULATIVES

OUTCOMES: Child will explore numerals and sets.

ACTIVITIES: Board Game - Find family member picture that has numeral that matches set on die.

Puzzles - Match puzzle piece with set to inset with numeral to create picture puzzle of family member.

DRAMATIC PLAY

OUTCOMES: Child will dramatically represent family relationships and situations.

ACTIVITIES: Free form dramatic play using props that represent different family members. Props: telephones: old lenseless eyeglasses, hats, shawls, men's ties, high heels, etc..

LANGUAGE ARTS

OUTCOMES: Child enjoys listening to book and explores home responsibilities. **BOOK:** **Berenstain Bears and the Messy Room**

Discuss: How can I be a responsible helper in my family?

Write & Illustrate: "I Am Responsible" Certificate - 3 things I can do to help my family

FIGURE 5

THEMES

Once the processes and content are identified, the teacher can develop learning experiences. The search for continuity of activity leads many to use themes, which can serve as an organizer for the curriculum and a way to integrate the content for children three years and older. However, when themes are stretched to fit content areas in an illogical or unreal way, the processes may not be fully developed. The following principles should guide the use of themes or units:

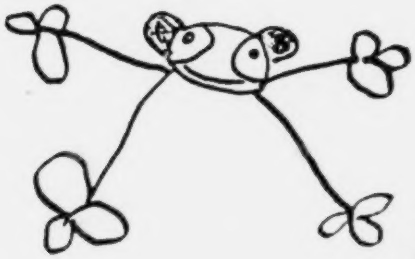
- Topics reflect multicultural, anti-bias content (holiday related themes reflect and respect the cultural backgrounds of the children).
- Opportunities abound for children to engage in exploratory learning and play with theme concepts; hands-on experiences are emphasized.
- Substantive learning, as opposed to surface learning, takes place. Generally, themes or units last from several weeks to a month, depending on the developmental level of the children and the topic. Children need time to explore and follow through on concepts and experiences.
- Planning for the individual and group needs of children is not compromised by focus on a theme or unit.

A study of water might involve the following activity: Children and adults collect water from various sources (puddles, ponds, streams, tap), and pour into containers for study in the classroom. Children observe and describe the similarities and differences in water samples. Teacher writes their observations on chart paper. In group time, the children take turns sharing their observations.

Themes or units may introduce children to new ideas and learning experiences. A theme, "All Kinds of Music," would expose children to music from diverse cultures and instruments for making music. A theme involving "Work in the Community" would introduce children to many different work roles of adults, beginning with work roles at home and school.

Sample Themes

August	***All About Me: All About My Family*** *What I Look Like: What We Look Like* *What i Like To Do, What We Like To Do Together*
September	***Our World Around Us-Our Neighborhood*** *Grocery Store* *Restaurant* *Fire Fighters, Police Officer* *Bakery*
October	***Things We Eat-Harvest*** *On the Farm* *Our Favorite Foods* *Farm Animals* *Pumpkins/Apples*
November	***Things from Long Ago*** *Dinosaurs* *People From Long Ago* *Peoples' Travel Long Ago* *Pilgrims and Native Americans*
December	***Discover the World*** *Our Five Senses* *People From Other Cultures* *Holidays Around the World*
January	***Winter Fun*** *Things To Do in the Winter* *Winter Birds* *Clothes We Wear in Winter* *Pajama Week*
February	***Our Favorite Things*** *Teddy Bears* *Pizza* *Books* *Nursery Rhymes/Fairy Tales*



March	***Exploring the Environment*** *Wind* *Space/Space Explorers* *Water* *Ecology* *Babies* *Animal Babies* *Brothers and Sisters*
April	**Living Things** Plants Animals Insects Babies
May	***Fun Places to Visit*** *Parks* *Zoo* *Circus* *Library*

Sample Group Plan: 3-6 Years

Theme

Water

Processes

Language

Exposure to and awareness of various forms of literature; play and fascination with words and sound of words.

Cognitive

Construct imaginative play themes; communicate observations.

Affective

Explore the environment and try new activities and tasks; engage in representational play; play games.

Physical

Gaining locomotor control; using sensory information.

Sample Environmental Plan

(minimum of one week to allow for exploration and follow through)

Dramatic Play

Bathe baby dolls using tubs of water, bar soap, washcloths, towels.

Expressive Arts

Read *Piggy in a Puddle*, then do a literature extension by making "mud puddles" on paper (fingerpainting as teacher writes children's "muddy" words).

Final group activity---use children's words to make mud poem.

Read and dramatize *Mushroom in the Rain* with miniature props or the children as characters.

Book Corner

Props: umbrellas and rain gear

Literature: *Rain; It's Going to Rain; Mushroom in the Rain; Rain, Rain Rivers; Will It Rain?*

Table Toys and Manipulatives

Display a variety of seashells for sorting and classifying.

Provide different sized containers for measuring and pouring water at water table.

Science and Math

Float or sink

Experiment in the water table or tubs with feathers, cork, stones, and other materials.

Have children gather own materials for experimenting.

Sample Group Plan: 3-6 Years

Theme

Water

	Goals	**Processes**
Language	Creative uses of language	Exposure to and awareness of various forms of literature Play and fascination with words and sounds of words Increase ability to use descriptive language
Cognitive	Representational thought	Construct imaginative play themes Communicate observations Express ideas and feelings
Affective	Independence and initiative	Explore the environment and try new activities and tasks Engage in representational play Play group games
Physical	Locomotor skills	Gaining locomotor control Using sensory information Discriminate differences in textures

---

Theme

Water

	Learning Experiences	**Adult Interaction**
Language	Group time experiences that incorporate taking conversation, storytelling, (books, puppets, flannel boards, oral), and comprehension, questions to follow up. Literature that challenges the child's vocabulary Learning centers in science, social sciences, and language literacy	Provide simple to complex verbal instructions Physically come down to child's level Reproduce exact language of child
Cognitive	Longer books read to children over period of time Ideas represented through models, graphs, and pictures Long-term extended projects and units	Respect children's ideas and feelings Pose questions designed to encourage thinking and justification of thinking Engage children in conversations about relevant, thoughts, and feelings

Affective	Large and small group discussions about water and its properties Learning center that encourages dramatic play at the sand and water table Experience in such areas as growth and change	Organize environment to encourage girls and boys to play together Model using others as sources for information and assistance Prepare children for changes
Physical	Gross motor activities that emphasize control of body in space Learning centers utilizing as many senses as possible Integrated learning experiences	Model use of descriptive vocabulary to identify sensory experiences using water Model respect for personal space Supervise independent play for purpose of safety

Block Area

Explore plumbing pipes and fittings
Include books with plumbing illustrations and diagrams

Sand and Water Table

Connect to *Piggy in a Puddle* book with a group discussion about making a mud puddle, what is needed? where do we find it?
Then gather materials from children's ideas and make a mud puddle in the water table

Gross Motor

Ride tricycles through mud, then over mural paper to make designs with tires
Have a water balloon toss

Outdoor Play:

After tricycle gross motor activity have a car wash with buckets, hose, soap, towels

INTEGRATING CHILDREN WITH SPECIAL NEEDS

Young children with special needs are integrated into typical early childhood environments with peers of a similar age range. Specialized services, such as therapies, are delivered within the context of the child's natural and meaningful environments. The goals of these services are to support, supplement, and enhance the child's functioning in relevant, interactive contexts with peers and adults.

Successful integration of young children with special needs occurs when these guidelines are followed.

- Prior to having a child with special needs join the group, prepare adults. Provide adequate information and assistance by parents, specialists, or former teachers.

- Begin integrated services early, as soon as the child is identified as being at risk of, or as having, a special need.

- Integrate both child and family into typical and appropriate community settings for educational and social interactions.

- Place children with special needs near typical peers. This provides only physical integration, by proximity, which is a first step to social integration.

- Prepare the environment and plan interactions with both adults and peers to assure opportunities for natural and social integration. For example, observe and model the behavior of others.

- Guide children to participate in peer activities through the concept of partial participation. This enables a child with limited use of his hands to play with peers by engaging in skills he is able to perform. For example, a kindergarten dramatic play episode might include Joey, a store clerk, who is unable to use his arms, and who keeps all of the items on his wheelchair tray and interacts through his electronic communication system. This gives him a valued social role and enables him to interact in a typical play situation as peers "purchase" his items.

- Adapt the physical environment to facilitate optimal participation in all activities throughout the room. For example, tables are selected to accommodate a child's wheelchair, aisles will allow space for the wheelchair.

Two standards provide guidelines for quality early childhood programs for young children with special needs. The first is Public Law 99-457, legislation that mandates not only early intervention services from birth, but also introduces the significance of the family in intervention through the Individual Family Service Plan (IFSP). This calls for an individualized plan to address appropriate goals and services for both child and family from birth to two, and is called for in concept, in preschool and primary levels.

Similarly, the 1987 NAEYC position statement of developmentally appropriate practice centers on high quality programs that respond to the needs of each child and family. The concept of developmentally appropriate practice is especially meaningful for children with special needs in two dimensions: age appropriateness and individual appropriateness.

Physical Space and Equipment Adaptations

Integrating young children with special needs into typical environments requires an openness on the part of the care giver to make modifications. These changes may require adaptations in the physical environment and a willingness to work closely with support personnel for planning and programming. It is important that the environment maximizes opportunities for positive interactions with other peers and adults throughout the day. This guide provides only a representative set of guidelines for successful integration.

The following recommendations reflect guidelines appropriate for all young children. Because of additional difficulties or special needs, it is especially critical that adults are sensitive to these suggestions.

Adaptations for Children with Significant Communication Deficits

- Observe, encourage, and respond to any forms of communication demonstrated by the child (pointing, gestures, vocalizations, eye gaze). Provide brief verbal labels or comments.
- Minimize your rate and frequency of conversation and limit questioning. Instead, provide short comments, labeling the child's action (for example, you're painting, you're feeding the baby).
- Identify other children who may communicate and interact well with the child and facilitate opportunities for social interactions. Observe and facilitate interactions but do not be a key participant.
- Follow the child's lead by recognizing her focus on objects or actions and help her maintain the activities she selects. Comment briefly about the actions.
- Initiate interactions that require minimal speech and gradually introduce verbal activities in a play situation.
- Be patient and listen to the child as he attempts to communicate. Do not pretend that you understand if you do not. Warmly ask the child to try again.
- Try to use visual or contextual cues to help in understanding the child's speech. What is the child currently doing? Is there an object or activity the child is requesting? Observe the child's interests, actions and environment for cues.
- Include family members who may understand the child's communication patterns in play activities. Observe those interactions. Ask family members for assistance in interpreting the child's sounds, gestures or facial expressions.
- Ask the parents or other professionals (speech pathologist, teachers) to create a list of current words, gestures, facial expressions, or other systems used by the child to communicate. Ask that the list be written exactly as the child communicates (mo = more).
- Refer the child for a comprehensive communication evaluation by a speech pathologist trained to work with young children. Ask for concrete ideas and a play-oriented program with the speech pathologist.
- Develop a simple set of pictures through photographs of favorite people (family, classroom adults, peers), objects, foods, and activities. Use these with the child to provide a supplemental means of communication and to facilitate verbal naming of the photograph.

Adaptations for Children with Hearing Impairments

- Use your voice to gain the child's attention whenever possible. Lightly touch the child to signal the child to look and listen.
- Help the child learn to anticipate an auditory environment through use of pauses, cues, or quiet time before the next activity begins; prepare the child to listen.
- Use auditory signals in conjunction with all other possible cues, such as facial expressions, gestures, or pictures when appropriate.
- Sit at the child's physical level when speaking to the child. Attempt to speak at ear level.
- Speak using a normal conversational tone of voice, facing the child as you talk. Allow the child to see your expressions.
- Orient the child physically (through touch) and verbally to a relevant activity or conversation.
- Allow the child adequate time to process auditory and other environmental input.
- Model clear articulation and good language structure, using simple and clear phrases in sentences. Expand the child's language utterances.
- Do not use gestures in excess; only supplement words when necessary.
- Decrease extraneous noise whenever possible to maximize relevant sounds.

Adaptations for Children with Visual Impairments

- Place objects at child's level and guide child to examine tangibly.
- Provide adequate lighting for child.
- Keep child's personal items (a coat) in an organized storage unit easily accessible to the child.
- For safety reasons, avoid keeping large pieces of equipment or furniture in transition or walk-through areas.
- Control extraneous noise during transition periods to enable children to hear and follow verbal directions.
- Provide additional tactile, auditory, and olfactory cues to materials as needed (puzzles may have "smelly stickers" added to pieces and their matching spaces to both sighted and visually limited children can use the same materials).

- Define work space, classroom areas and personal space with cues as needed. Use brightly colored tape, "work trays," carpet squares, concrete objects, among other things.

Adaptations for Children with Motoric Difficulties of Multiple Handicaps

- Keep toys and materials in open shelves easily reached by children unable to stand and/or in wheelchairs.
- Provide adaptive seating to assure that children will be at equal height with other children.
- Use nonslip materials (dycem) to help secure materials for children who have difficulty.
- Arrange rooms to allow space for adaptive equipment, both in seated positions (wheelchairs, chairs, standing tables) and for mobility (wheelchairs, walkers).
- Enable children to use floor space or classroom tables so as not to isolate children by using wheelchair trays.
- Arrange increased communication levels to ensure ready accessibility for interactions with peers and adults.
- Whenever possible, demonstrate special techniques or use of equipment to peers to maximize opportunities for interactions.
- Use grips, velcro pieces and suction cups with built up handles to facilitate grasp of materials (for example, place suction cups on individual puzzles without knobs).

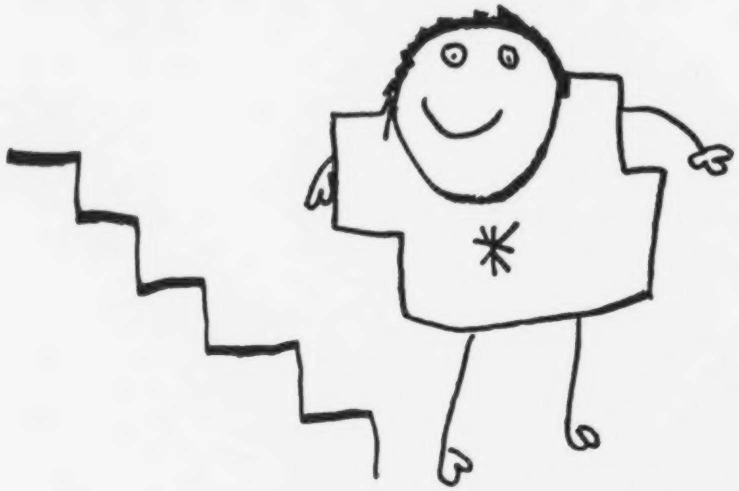
Adaptations for Children with Perceptual Motor Problems

- Give adequate time for completion of task.
- Give directions both orally and visually.
- Provide feedback frequently.
- Use materials that allow for manipulation of concrete objects (blocks, rods) instead of only paper or picture abstracts.
- Respond to ideas and concepts---do not penalize for poor artistic or written skills.
- Allow the child to use tape recorders when possible.
- Allow the child to speak while reading and writing.

- Include tracing in activities.
- Help child have a friend to go over directions or repeat visual information.
- Avoid frequent use of activities that require exact fine motor skills for success (for example, workbooks).
- Use auditory clues for reading comprehension.
- Help the child work without distractions.
- Use large crayons or pencils if helpful.

ADAPTATIONS FOR CHILDREN WITH DEVELOPMENTAL DELAYS

- Observe, encourage, and respond to any forms of communication demonstrated by the child (pointing, gestures, vocalizations). Provide brief verbal labels.
- Model appropriate behavior.
- Use materials that allow for manipulation of concrete objects instead of paper and pencil activities.
- Give directions in several modes---modeling, visual clues, oral clues, and physical assistance.
- Break tasks down into simple steps.
- Provide strucure and consistency in the classroom.
- Use fewer words and only one or two directions at a time.



The following information represents a sample of various materials relating to appropriate ways to work with and speak to young children. They may be useful as handouts for classrooms volunteers, parents, paraprofessionals, or other classroom workers. References are included with each set of materials so that you can copy them or refer to the complete work for further clarification or ideas.

DEALING WITH DIFFICULT BEHAVIOR PROBLEMS

- Focus on the positive in every child. Believe in the child and your ability to help him.
- Establish few rules and enforce them consistently. Tell the children what you want them to do. Remind them of the rules often and ahead of time. Use cues and pictures as reminders.
- Give many opportunities for every child to feel successful. Provide activities such as sand, rice or water play that are soothing and ensure success.
- Provide extra attention to a child having a rough day. Being fair with young children does not mean treating every child the same.
- Remember, your goal in helping young children with behavior problems is to get them to control their own actions.
- Discuss choices children can make about how to act before a problem occurs. Help them find different ways to solve conflicts or problems.
- Remind children of the reason behind a rule or consequence to a behavior. Have them repeat them back to you. Encourage them to think of other ways to deal with the problem.
- Actively teach children how to behave. Young children need repetition to learn. Teach them how to make friends, keep friends, and be liked by others.
- Help children to negotiate solutions to conflicts. Write down the ideas they suggest and help them think through the consequences of each idea. Have them agree on a solution.
- Redirect behaviors to help a child express her feelings. If she is angry with another child, she may not hit her, but she can use words to express her anger.
- Use logical consequences if attempts at teaching correct behavior and redirection are not working. Tell the child what the consequence will be the next time. The consequence must be immediate and must relate directly to the misbehavior.
- Remember that rewards (stickers, stars, etc.) for good behavior or negative reinforcement (taking privileges away) do not teach children self control.

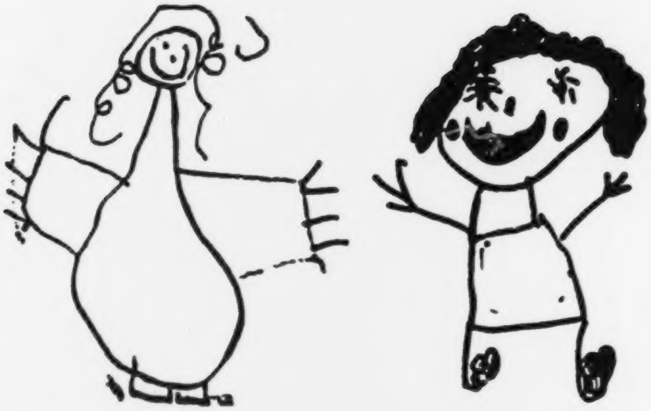
- If a child needs to be removed from the group because of disruptive behavior, allow her to choose a quiet activity away from others. This is a child choice, not punishment.

- React calmly to negative behaviors. A big response from adults may encourage rather than discourage the behavior.

- Look for the cause of the behavior. Observe when the behavior occurs. Consider hunger, low blood sugar, medication, allergies, fatigue and activity level. Rearrange the daily schedule if necessary.

- Remember, many children with behavior problems come to see themselves as worthwhile because of a loving teacher!

Saifer, Steffen, Practical Solutions to Practically Every Problem. Toys 'n Things Press, St. Paul, Minnesota, 1990



101 Ways to praise a child

reprinted from the *Chemical People Newsletter*, November-December 1990, from *CASA Newsletter*, July, 1990.

Wow ❤ Way to go ❤ Super. ❤ Your're special ❤ Outstanding ❤ Excellent ❤ Great ❤ Good ❤ Neat ❤ Well done ❤ Remarkable ❤ I knew you could do it ❤ I'm proud of you ❤ Fantastic ❤ Superstar ❤ Nice work ❤ Looking good ❤ You're on top of it ❤ Beautiful ❤ Now you're flying ❤ You're catching on ❤ Now you've got it ❤ You're incredible ❤ Bravo ❤ You're fantastic ❤ Hurray for you ❤ You're on target ❤ You're on your way ❤ How nice ❤ How smart ❤ Good job ❤ That's incredible ❤ Hot dog ❤ Dynamite ❤ You're beautiful ❤ Nothing can stop you now ❤ You're unique ❤ Good for you ❤ I like you ❤ You're a winner ❤ Remarkable job ❤ Beautiful work ❤ Spectacular ❤ You're spectacular ❤ You're darling ❤ You're precious ❤ Great discovery ❤ You've discovered the secret ❤ You figured it out ❤ Fantastic job ❤ Hip, hip hurray ❤ Bingo ❤ Magnificent ❤ Marvelous ❤ Terrific ❤ Phenomenal ❤ Super work ❤ You're important ❤ You're sensational ❤ Creative job ❤ Super job ❤ Exceptional performance ❤ You're a real trooper ❤ You are responsible ❤ You are exciting ❤ You learned it right ❤ What an imagination ❤ What a good listener ❤ You are fun ❤ You're growing up ❤ You tried hard ❤ You care ❤ Beautiful sharing ❤ Outstanding performance ❤ You're a good friend ❤ I trust you ❤ You're important ❤ You mean a lot to me ❤ You make me happy ❤ You belong ❤ You've got a friend ❤ You make me laugh ❤ You brighten my day ❤ I respect you ❤ You mean the world to me ❤ That's correct ❤ You're a joy ❤ You're a treasure ❤ You're wonderful ❤ You're perfect ❤ Awesome ❤ A+ job ❤ You're A-OK-my buddy ❤ You made my day ❤ That's the best ❤ A big hug ❤ A big kiss ❤ Say I love you!

P.S. Remember, a smile is worth 1,000 words!!

53. YOU'RE NOT AFRAID OF HARD WORK!
57. RIGHT ON.
90. CORRECT!
72. ONE MORE TIME, THEN YOU WILL HAVE IT!
55. YOU ALWAYS FIND A WAY!
3. KEEP ON TRYING, IT'S OK!
76. YOU'RE DOING BEAUTIFULLY!
95. YOU'RE RIGHT!
74. YOU REMEMBERED!
47. THAT'S SO MUCH BETTER!
39. THAT'S IT!
5. YOU CERTAINLY DID WELL THIS TIME!
86. YOU SURE DID FIGURE THAT OUT QUICKLY!
37. OUTSTANDING!
88. YOU'RE SURE IMPROVING!
65. YOU'VE FIGURED IT OUT!
69. GOOD FOR YOU!
97. GOOD GOING!
94. GREAT WORK!
62. I COULDN'T HAVE DONE IT BETTER MYSELF!
91. YOU MAKE MY WORK A PLEASURE!
16. CONGRATUALATIONS!

100 WAYS TO SAY VERY GOOD !

9. THIS IS THE BEST YOU HAVE EVER DONE!
71. YOU'RE EXACTLY RIGHT!
6. WELL, LOOK AT YOU GO!
34. NOT BAD!
25. BETTER THAN EVER!
58. YOU HAVE BEEN PRACTICING!
54. GOOD JOB (NAME)!
22. THAT'S THE WAY!
31. YOU SURELY DID LOTS OF WORK TODAY!
89. YOU DID IT THAT TIME!
4. SUPERB!
68. THAT IS THE RIGHT WAY TO DO IT!
82. YOU'RE ON THE RIGHT TRACK!
85. THAT'S THE BEST EVER!
51. KEEP IT UP!
67. JUST FINE!
93. EXCELLENT!
49. I'M PROUD OF THE WAY YOU'VE WORKED TODAY!
1. YOU'RE DOING A GREAT JOB!
42. I KNEW YOU COULD DO THAT!
29. YOU HAVE JUST ABOUT MASTERED IT!
80. YOUR MIND IS WORKING TODAY!
78. MARVELOUS!
26. AMAZING!
75. I LIKE THAT VERY MUCH!
44. W O W !
18. WHY, I HAVE NEVER SEEN ANYONE DO IT BETTER!
20. THANKS FOR A GOOD JOB!
77. WHY, I THINK YOU HAVE IT!
100. YOU'RE WORKING HARD TODAY!
23. YOU HAVE IT NOW!
10. MUCH BETTER NOW!
92. WONDERFUL!
66. WHAT AN IMPROVEMENT!
40. KEEP UP YOUR GOOD WORK!
73. KEEP WORKING, YOU'RE GETTING BETTER!
15. THAT IS GREAT!
61. WHY YOU HAVEN'T MISSED A THING!
70. SUPER!
30. THAT'S IT!
21. TERRIFIC!
17. THAT'S WHAT I CALL A NICE JOB!
31. YOU SURELY DID LOTS OF WORK TODAY!
33. SENSATIONAL!
28. GREAT!
38. YOU'RE DOING IT THE RIGHT WAY.
84. YOU GET BETTER EVERY DAY!
52. YOU'VE GOT THAT DOWN PAT!
36. GOOD FOR YOU!
19. THAT'S TOPS!
6 WELL, LOOK AT YOU GO!
98. THAT'S REALLY NICE!
64. THAT'S A FIRST CLASS JOB!
11. YOU ARE LEARNING QUICKLY!
50. YOU JUST ABOUT HAVE IT!
43. YOU ARE DOING JUST FINE!
12. NO STOPPING YOU NOW!
91. I'M HAPPY YOU'RE WORKING LIKE THAT!
27. YOU DID THAT SO WELL!
96. WAY TO GO!
79. PERFECT!
24. YOU SURE DID OUTDO YOURSELF TODAY!
99. THAT'S GOING NICELY!
35. TREMENDOUS!
59. THAT'S GOT IT MADE!
83. THAT IS GOOD!
81. YOU MAKE IT LOOK EASY!
7. FANTASTIC!
8. NICE GOING!
32. YOU SURE HAVE THE HANG OF IT NOW!
87. I AM VERY PROUD OF YOU!
46. YOU REALLY ARE LEARNING LOTS!
48. GOOD MEMORY!
2. GREAT JOB!
60. YOU ARE VERY GOOD AT THIS!
14. GOOD THINKING!
63. YOU'RE DOING MUCH BETTER TODAY!
13. YOU'VE GOT WHAT IT TAKES!
56. I WISH EVERYONE DID THAT WELL!

BOB MOORE

Author: You Can Be President (Or Anything Else)

53

THINGS TO REMEMBER ABOUT YOUNG CHILDREN

Taken from : Teaching the Child Under Six
By James L. Hymes, Jr.

- **Young Children Are Not Good Sitters:**
  They can sit and will sit--briefly at a table for juice; on the floor for a story; briefly hunched on their chairs working on a puzzle; but sitting is not the young child's natural comfortable position.

- **Young Children Are Not Good At Keeping Quiet:**
  They can and do keep quiet for brief periods but the activity that means the most to them makes noise. Pandemonium will get them down; but the sounds of friends, work sounds, laughter, make for good order in a young child's classroom.

- **Young Children Are Shy:**
  They love people best in small doses. Face to face with a teacher, another child--or with 2, 3, or 4 other children, a child can be talkative, a good listener, comfortable and re-responsive. If he must spend much of his time in the group as a whole, he may feel like someone in Times Square on New Year's Eve.

- **Young Children Are Highly Egocentric:**
  Their keenest interests lie within themselves. They want to make choices. They have to have preferences. They love to take the initiative, to have an idea and carry it out themselves. Young children are learning to love themselves--later they will come to "Love Thy Neighbor as Thyself." Teachers must have the time to listen to each one, the time to praise and, most important, the willingness to puff up each child.

- **Young Children Want To Feel Proud, Big, And Important:**
  Success tastes so sweet because it come too seldom. No wonder young children beat the drums whenever there is cause for celebration: "I can tie my shoe"..."I can hop on one foot"..."Teacher, watch me." A good classroom offers many ways in which many children can know glory. Each day each child must go home with his head held higher--that is each child's heart's desire.

- **Young Children Have Their Private Dream World**
  Children perform many realistic, honest-to-goodness jobs, learn many down-to-earth facts, and build many practical skills--but they live a large part of their time in a private dream world. This dream world is the child's private world of play and pretend. Young children, so unsure and so open to hurt, have a continuous need for settings where they can make the rules and where they can control the outcomes--"This must be my birthday and you must bring me a present"; and where they are the masters--"I must be the doctor and you must be sick." At the under-six age, reality-accuracy, the facts, what actually goes on, how things really work--must not dominate the day. Teachers must learn to encourage rich fantasy, stimulate a child's own free and spontaneous make believe world. Play is so important developmentally that going to school must not rob the child of his chance to pretend.

- **Young Children Are Very Tender:**
  Young children need to know that they are loved. Every human shares this hunger. The young child wants to grow in his own strength, but he has to grow from a position of safety. He needs big people in whom he can put his trust. Little signs of rejection--you don't have to hit young children to hurt them--cut very deeply. In their panic when they feel they are not loved, young children often are at their worse. If they are to be at their best, their classroom must be suffused with gentleness and warmth.

- **Young Children Are Beginners:**
  Young children make all kinds of mistakes. They spill juice, knock over blocks, run when they should walk, they punch and pinch and grab. The young child is a mistake-prone child. He makes errors in part because his emotions are so strong; because he is inexperienced. He "knows" a little about these lessons, but he hasn't mastered them--and he forgets. The patience we all need in living with the young child comes more easily if we remember: He has time! Time is not running out for young children--it is just the beginning. Their classroom has to run on slow time; it should not have a stop watch with split second hand.

- **Young Children Are Hungry For Stimulation:**
  Their pace is slow; they repeat themselves. They are not readily bored by what can seem to adult "the same old thing." But young children are not blase, they are curious, they want to learn. They want to see, to touch and handle and use, to taste and to sniff. Words alone seldom satisfy; they want to test things for themselves. To satisfy this eager age, school cannot mean a period of confinement and containment; but the chance for wider exploration.

- **There Are Great Individual Differences Among Young Children:**
  The under six years are ones of transition and great movement in many fundamental growth areas. Young children are moving from dependence toward independence, and clumsy coordination to finer skills, from baby talk to verbal communication, from imagination toward reality. The young children who make up a classroom can be at many different places along these various paths of growth. And individual children can be at different places on different days. The overall growth process is steady but unstable--children can spurt ahead, they can slide back, they can seemingly stand still for periods. A good classroom seeks to know exactly where each child stands on these many paths and be geared to him where he is.

SKILLED WAYS OF TALKING TO CHILDREN

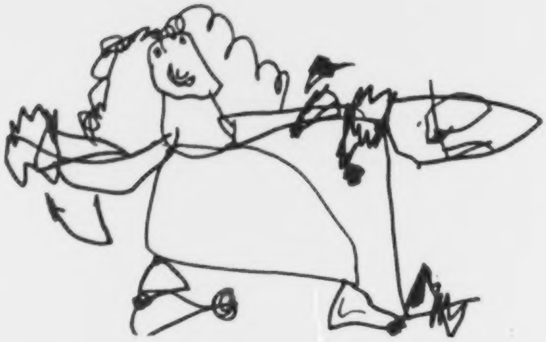
Following is some teacher-talk that you hear good teachers using with children. The thoughts they express teach youngsters how to discipline themselves. The words leave room for children to understand their feelings and the feelings of other people, too. Of course, these are only examples which carry the ideas teachers want to get across to children. You will have your own way of saying these things.

- It's hard for him to wait so long for a turn - try to let him have the truck soon--in about three minutes.
- Some children like to draw designs with lines and curves, Lisa. Other people like to draw people and houses. Each kind of drawing is good and important.
- It bothers me when you call him "stupid". He's not stupid. He is hammering and nailing these pieces of wood in his way, and everybody's way is special.
- It's all right for Bert to be over there by himself - don't worry about it. Sometimes people need to be alone for a few minutes, to think or to watch and listen.
- I know you want to be the father, George. But you know, we could have two fathers in this house! And two mothers. We might need a grandfather, too, and some uncles.
- Alice, try to cry a little more softly. Your loud crying is hard for the rest of us. (To the class): It's all right for Alice to cry - sometimes people need to cry. When she can tell me with words what's the matter, she will. Somebody bring her the box of tissues, please.
- Tell him. Tell me. Use the words you know. I can't let you hit. I know how you feel, and it's all right to feel angry. But you may not hurt other people here. Tell him with words.
- Tony, the children don't like to play with you when you knock their block buildings down all the time. They worked hard on those buildings, and you make them mad when you knock the blocks over. Here, let's pick the blocks up and help rebuild the tower. And then you can build something of your own. Would you like to have me watch you build?
- Keep the sand down low, this way. Dig down with your hand and arm. Do you want a shovel?
- Ask him, instead of grabbing. People don't like grabbing. Ask, and then listen to his answer. Did he say no to you? Then let's go find something else for you. I'll go with you.
- I can't let you kick me, and I won't kick you either. I want school to be a safe place for all of us.

- Anthony, your ideas are interesting and I like to talk with you. But the children want to hear the rest of the story. Tell me at the end of the book what you want to say. I promise to listen to you then.
- You may not make all that noise when the other children are listening to the story. Miss Allen, will you go with Mark over to the table? There are some pipe cleaners he can work with, there. They are interesting, and he can play quietly with them.
- Do you want to come back to the story, Mark? All right, but you must be very sure you feel like listening. OK?
- Paint here on your own paper. Susan doesn't like it when you paint on her paper. You can have a real big piece of paper if you need more work space.
- Sand is not for throwing - it stings people's eyes. If you feel like throwing something, we'll find a ball or a beanbag. In the sandbox, you dig and build, and you work with the sand down inside the sandbox.
- Eddie, I'd like to see you finish that puzzle instead of dumping it on the floor. Here, let's pick up the pieces and study their shapes. Maybe we can figure out how to do it.
- Keep the blocks over in this part of the room, please. Water warps wood, so I can't let you put the blocks into the sink. How about a wheelbarrow to move the blocks back where they belong?
- Child leaves table after eating: Stay at the table with us until the others are through. Would you like another cracker? No? OK. But we need you here with us. You're part of us.
- I noticed you didn't help put the trucks away, Tom, after you had played with them. The other boys had to do that for you. Next time, please help a bit with the work. They need you. OK?
- Child brings toy to school: I know you brought that doll from home, Barbara. It's a beautiful doll, but when other children see it, they want to touch it and hold it, too. I'll help you show the doll to the other children safely. Then we'll put it away until time to go home. We'll find a special place for it.
- Pour the water carefully so it doesn't spill over the top of the basin. You really have to watch to see how much is enough, don't you? There, that's just right.
- Child spills water on floor: Water on the floor is too slippery. Here's a mop. See if you can mop up all that water over there...I'll sponge up over here. Next time, pour carefully and stop before you get to the top. You can do it.
- This sink is pretty small for four children. Let's fix another pan of water over on that table, and Mary and Deb can work there. First, I'll put a towel on the table, then a pan of soapy water. Now we'll need an egg beater and a couple of pitchers and cans. Anything else?

- If you would like to dance to this record, here's the space for dancing--from this wall to that table. That is the dancing place. If you don't feel like dancing, you can be over here with me. We can watch, or we can clap with the beat. That would fine.
- We're to make scrambled eggs today, for snack. There are two cooking tables - mine is here, and Miss Allen will work with other children over at that table. If you don't want to cook, you can work with the flannel boards or with the other materials on that shelf.
- We're back from our trip to the music store a little earlier than we'd planned. I want everybody to find a comfortable spot to settle down in, and I'll play some records we bought.

Adopted from: A Guide to Discipline, by Jeanett W. Galambos, National Association for the Education of Young Children (1834 Connecticut Avenue, N.W., Washington, D.C. 20009) 1969.



BIRTH TO THREE YEARS

INTRODUCTION

The following section of the guide focuses on the developmental needs of children from birth to three years of age. The information in this section and subsequent sections is divided into developmental domains in order to focus on the universal processes that are expected to occur at particular chronological ages. It is necessary to view the processes with two very important points in mind: (1) child development is holistic in nature; processes are inextricably intertwined and overlapping; (2) learning and development occur in an integrated manner, through experiences and interaction with the physical and social environment. A program that focuses on isolated skills within domains is not developmentally appropriate.

This section is organized into five age groups---birth to 8 months, 8-13 months, 13-18 months, 18-24 months, and 24-36 months. These groupings reflect and support the substages of sensorimotor development as identified by Piaget. Behaviors usually observed during each age period are grouped in broadly defined developmental domains---affective-communicative, cognitive-language, and physical-sensorimotor. However, the reader is urged to view the child from holistic, integrated perspective.

The guide for this age level is for use in a variety of infant and toddler settings. These settings may include vocational-technical programs with infant and toddler laboratory settings, infant and toddler child care programs within a public school program, family day care settings, and home based programs. In all cases, the expectation is that families are part of the care giving process as identified in the decision-making guidelines. Families and care givers interact as a team in supporting the learning experiences of infants and toddler.

Section Contents

- A Meaningful Infant Program
- Principles for Infant Care
- Environmental Overview
- Sample Schedules and Room Diagrams
- Transitions: Birth to Three Years
- Developmental Charts and Vignettes

A MEANINGFUL INFANT PROGRAM

A daily meaningful infant program should provide:

- A staff who have nurturing, loving attitudes whose primary job is to play, cuddle, love, talk to and nurture the infants in their care.
- A safe, happy, colorful environment both indoors and outdoors that promotes appropriate protections and limits.
- An abundance of clean, colorful toys that provide sensory stimulation with a balance of quiet activities that are developmentally age appropriate.
- A staff ratio that provides stability that is developmentally appropriate.
  Staff ratio: 1 care giver to 3 infants
  2 care givers to 3 infants/4 toddlers

BEST COPY AVAILABLE

PRINCIPLES FOR INFANT CARE

The following principles are listed in A Good Beginning for Babies by Anne Willis and Henry Ricciuti. According to Willis and Riccuiuti, "It is useless to try to order them (the principles) by their importance, for they are closely interrelated. Each principle must be considered only in the broader context of the whole set of principles, for each is balanced and complemented by the others."

- Care for babies must be individualized - that is, care giving practices should be tailored to the characteristics of each baby.
- There should be continuity in the people providing care for babies.
- Infants should be cared for in a warm, affectionate way that lets them know they are special.
- There should be a balance of consistency or sameness, as well as variety, in both care giving practices and the physical environment.
- The social and physical environment in which a baby spends much time should be sufficiently responsive so that the baby learns that he or she can exercise some control over it.
- Every experience is a learning experience, and infants should be cared for in a way that optimizes opportunities for learning and social interaction in daily routine activities.
- Infants need protection from overstimulation and disorder.
- Babies should be kept from experiencing unduly severe or prolonged distress.
- Babies can begin to develop very early in life the attitude that learning is pleasurable.
- Infants enjoy and learn a great deal from interacting with other infants.
- In order to do a good job, care givers must enjoy their role.
- In a good day care program, there is consistency between day care and home care-giving practices.

ENVIRONMENTAL OVERVIEW

There are some aspects of environmental planning that are applicable to all ages within the span of birth to three years. Other aspects are specific to one age group.

This guide presents the general principles for environmental planning in the following statements. Guidelines specific to a particular age are found on the decision making charts that follow.

Environmental planning includes attention to four major aspects of the program

- organization of space
- organization of time
- learning materials
- adult interactions

ORGANIZATION OF SPACE

- Personal care space for eating, diapering, and sleeping is maintained in a clean, safe, comfortable way
- Play spaces are free of safety hazards and are clean
- Sensory environment has a variety of texture, levels of space, colors, sounds, complex and contrasting visual designs, natural light, interesting smells
- Space allows for ease in object manipulation
- Space has area for whole body movement
- Self-care spaces have easy access
- Open-access shelves hold manipulative materials
- Flooring is cushioned, easily cleaned
- Space is available for children to watch other people
- Open rug area is available with maniuplatives, blocks
- Space is available for individual belongings, private time, hiding
- Consistency in location of toys, objects, room arrangement

- Space allows for a sense of enclosure
- Space allows for an orderly and rich sensory environment
- Space is ample indoors and out for gross motor play
- Quiet area is available with rocking chair
- Quiet area allows for books and solitary play
- Space is available for varied activities and opportunities for interactions: side by side, one on one, small group, large group
- Sleeping space allows for cribs

ORGANIZATION OF TIME

- Clear and reasonable routines are matched to childrens' needs (outdoor walks)
- Time throughout the day provides for a variety of movement (prone, crawling, creeping, standing, reaching, climbing)
- Time allows for adequate quiet and restful activities
- Time provides for individualized feeding and sleeping times
- Time allows for play throughout the day

LEARNING MATERIALS

- Materials include safe and washable toys and furniture
- Allows for duplicates and triplicates of favorite toys to promote side by side play
- Toys to include:
  - Mobiles
  - Music, sound (rattles, bells)
  - Soft huggables
  - Objects to roll, shake, bend
  - Stacking and nesting items
  - Dump and fill toys
  - Action response toys (inclined planes, ramps, balls, banging and shaking items)
  - Auditory toys (wind-up sounds, pull sounds, tapes, songs, records)
  - Texture toys (variety of textured items)
  - Mirrors (safety materials that will not shatter)
  - Busy boxes

- Materials that involve interactive play (wheel toys, dump and fill items, sturdy simple picture books)
- Display photographs of familiar adults, family (hung at child level)
- Toys and materials that are easy to grasp and hold
- Self-feeding materials (spoons, cups)
- Balls
- Objects which support the infant's attempts to reach up, pull up, and stand alone
- Objects to carry
- Insure all products meet Consumer Products Safety requirements

ADULT INTERACTIONS

Consistency of routine and care giver requires:

- Consistency in setting limits.
- Understanding and calm redirection of child's inappropriate or unsafe behavior.
- Maintaining written records on an ongoing basis.

In communicating with infants, and toddlers, care givers and parents should:

- Participate in taking turns with infant.
- Use child's name often, talk to child often.
- Interact at child's level of physical action.
- Verbalize actions and activities of child and those of adults caring for child.
- Initiate simple and repetitive songs and rhymes.
- Label accomplishments and feelings often.
- Maintain eye-contact and close proximity to child.
- Provide steady and reasonable pacing of routine.
- Provide frequent opportunities for physical contact.

Care givers responding to child-expressed needs should:

- Model use of materials, positive play behaviors, and language skill and use.
- Listen carefully to child's requests.
- Respond to child's needs for food, rest, comfort.
- Provide reasonable choices.

ADDITIONS FOR TODDLER ENVIRONMENT

Organization of Space and Time

- Room organized for children to play side by side
- Space organized for manipulative play, dramatic play, expressive arts, and a quiet area for looking at books, and resting
- Space allows for sensory materials (sand and water)

Learning Materials

- large balls, slightly deflated (beach balls) for easy catching
- low steps
- wagons, push and pull toys
- bean bags for tossing and large-mouth containers for targeting
- zipper boards
- blocks (unit, hollow, and cardboard)
- ramps for cars and trucks
- sand and water table
- easy-to-grip eating utensils, lidded cups, small pitchers
- simple doll house with people and furniture

SAMPLE SCHEDULES AND ROOM DIAGRAMS

Overall considerations

- Each child has an individual schedule for the day based on his other needs; formal time schedules for diapering, feeding, and napping for the group are not developmentally appropriate
- Each child is assigned a primary care giver for the day

General time blocks

- Arrival
  - Greet parent and infant and share information
  - Hold and talk with infant, establish eye contact
  - Initiate gentle interaction between infant and care giver
- Sleeping
  - Record infant's sleeping time
  - Sleeping time will change almost bimonthly as infant grows and will affect eating and playing time blocks
- Eating
  - Maintain pleasant, relaxed interaction
  - (May eat as often as every 2-4 hours for very young infant)
  - Record time of feeding and amount of milk, formula, food consumed
  - Feed according to home schedule
- Toileting
  - Remain watchful of elimination
  - Record diapering times
- Play and exploration
  - Provide stimulating multisensory experiences between infant and care giver
  - Place infants where they may easily see one another
  - Change infant positions, location within the room, and introduce new play materials frequently
  - Times may be short (5 minutes) for some specific activities
  - Talk with child while playing and performing routines
- Departure
  - Review infant's recorded day, share relevant information with parents
  - Greet parents and verbally respond to parent and infant as they leave

Sample Toddler Full Day Schedule

7:30-9:00	Arrival Activity: greeting children and parents, guiding children into self-directed play
9:00-9:20	Snack Activity: family-style eating, small group interaction
9:20-10:50	Self-directed play Activity: planned activities and self-directed play, toileting as needed
10:50-11:00	Cleanup and songs Activity: choice with responsibility, and transition
11:00-11:25	Outdoor play Activity: gross motor recreation
11:25-11:35	Group time Activity: story time and preparation for lunch
11:35-12:00	Lunch Activity: small group, family-style meal
12:05-12:30	Nap preparation Activity: diaper change and toileting, brushing teeth, quiet time with books
12:15-2:30	Nap time
1:30-3:00	Quiet play Activity: children waking independently and moving self-directed play
3:00-3:20	Snack Activity: family-style eating, small group interaction
3:20-4:30	Self-directed play Activity: child-selected play and individual pacing
4:30-5:00	Outdoor play Activity: gross motor recreation
4:30-5:30	Departure Activity: greeting and communicating with parents

Note: Diaper checks occur as needed throughout the day.

SAMPLE

Toddler-Two Floor Plan

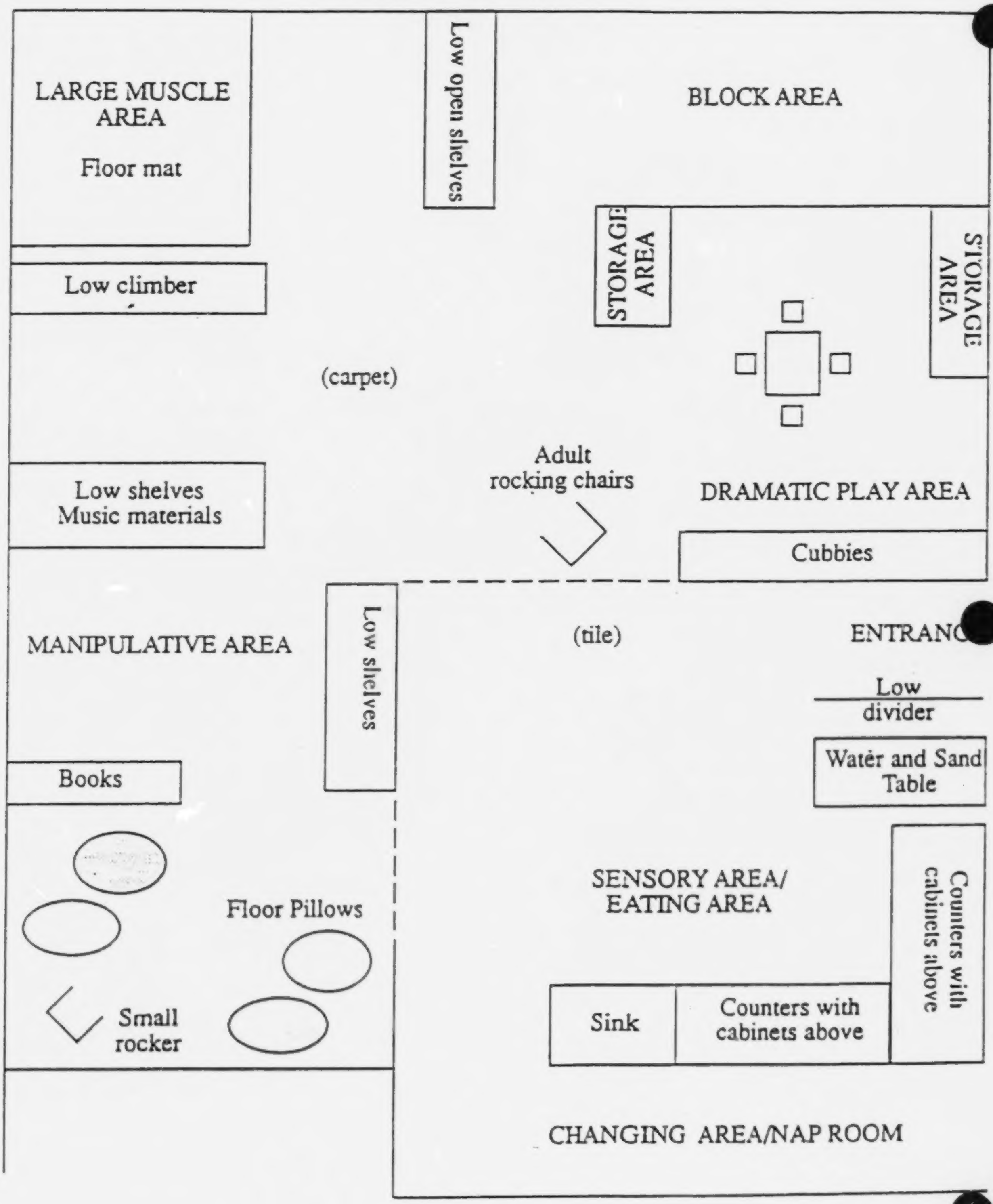

LARGE MUSCLE AREA
Floor mat
Low open shelves
BLOCK AREA
STORAGE AREA
STORAGE AREA
Low climber
(carpet)
Adult rocking chairs
DRAMATIC PLAY AREA
Low shelves Music materials
Cubbies
MANIPULATIVE AREA
Low shelves
(tile)
ENTRANC
Low divider
Water and Sand Table
Books
Floor Pillows
SENSORY AREA/ EATING AREA
Counters with cabinets above
Small rocker
Sink
Counters with cabinets above
CHANGING AREA/NAP ROOM

FIGURE 6

TRANSITIONS: BIRTH TO THREE YEARS

Transitions for young children occur at two levels: movement from one activity to another within a familiar environment, and movement from a familiar environment to a new and different environment. Both require careful planning and cooperation among adults to assure smooth and positive transition experiences for the children.

Movement from one activity to another within a familiar environment

Adults prepare the environment with care to assure smooth transitions for infants and toddlers, throughout the day. Adults cheerfully and warmly greet the infant and parent upon arrival and assist in the transition process by holding the infant and gradually engaging him in an interaction. Toddlers are also greeted with warmth and enthusiasm and are guided to initial routines (hanging up coats) and to ongoing interactions within the group. Adults do not hurry infants and toddlers into groups or interactions, but cheerfully redirect them from parent to the classroom environment. The care giver must also be sensitive to parents' feelings during the transition.

Time schedules for diapering and toileting, feeding, and other care skills are flexible and reflect the needs of each infant and toddler. Similarly, transitions from quiet one-on-one interactions to active group situations, indoor activities to outdoor walks, or large motor activities to quiet rest are introduced gradually and with respect for infant and toddler interests, level of fatigue, and other individual or special needs. Adults guide infants and toddlers with consistent signals, cues, or verbal directions and gradually foster increasing independence and self-direction for toddlers.

Adults should maintain consistent cues for transition times, such as the use of a cleanup song to support the toddler's understanding of the sequence of daily activities.

Movements from a familiar environment to a new different environment

Adults help infants and toddlers in transitions as they enter their first infant care environment, new child groupings (infant to toddler), or as they prepare to enter the next physical environment (toddler classroom to preschool classroom) or additional setting (parent-infant program in morning to day care center in afternoon).

Adults prepare an infant or toddler for transition by

- having the child visit the new group or program to observe differences in routines, expectations, and materials several weeks prior to entering the setting.
- modifying routines and expectations in current environments to introduce infant and toddlers to changes gradually over time.
- introducing materials found in the next environment during familiar routines and playful interactions.

- introducing infant and toddlers to faces and names of new care givers and children by meeting adults and children's talking about persons by name, and displaying photographs of adults and children.

Adults insure communication between staff at different programs or buildings by

- visiting settings to observe and become familiar with programs.
- communicating about specific family and child needs.
- cooperating in sharing relevant information or providing resources for families and teachers.

Adults provide continuity in program content, environments, and adult strategies through

- informing families (through conferences, visits to current and future environments and resources) of expectations for subsequent programs and environments.
- families and staff working cooperatively to prepare children for transitions to new environments.

MODIFICATIONS FOR TRANSITIONAL ENVIRONMENTS

Organization of Space and Time

- Space allows children to engage in meaningful self care activities (washing, eating, toileting).
- Space is organized into areas: blocks, dress-up and house play, manipulative, listening, sensory materials, and art.
- Space provides for solitary, parallel, and small group play; large group activities.

Learning Materials

- Dramatic play materials are available (dress-up clothes, hats, things to carry).
- Manipulative materials (beads for stringing-larger than 1-1/2 inches).
- Simple lotto games provide children an opportunity to match simple pictures that look exactly the same.
- Materials for sorting, comparing, measuring are abundant.

Use of the Developmental Charts

The material covered in the following charts acknowledges the balance of process and content in exemplary curriculum development. The items are presented in a hierarchical manner and emphasize the relationship among process content, learning experiences, and adult interactions. The material is used as an illustration of the developmental sequence but is not intended to be exhaustive.

DEVELOPMENTAL CHARTS AND VIGNETTES

BIRTH-8 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Turn to adult voice Respond positively to familiar adults' words and gestures Spontaneously coo when feeling pleasure Babble when talked to Begin to pay attention to adult words Repeat movement to continue activity
Understanding relationships between self and objects	Reach for object Actively manipulate objects Repeat actions by choice (does not yet plan to do an action) Attempt to make interesting things happen Turn, push object when it comes into contact with own body Hold on to object when pulled away by adult Demonstrate anticipation of familiar event (bottle being warmed or eating)
Object permanence and representational thought	Watch closely object and/or person Follow slowly moving object with eyes Search briefly for object that has disappeared Look for partially hidden object
Behavioral regulation	Cry when upset Use different sounds and movements to get others to soothe
Purposeful problem solving	Vocalize to obtain adult's attention Repeat a movement several times to make an object move
Beginning operations	Explore objects by using different actions: touching, mouthing, hitting, shaking

ADULT INTERACTION

Make eye contact with baby
Respond to infant's movements and verbal sounds with talking and singing
Imitate gestures and sounds
Use infant's name often
Avoid sudden or loud sounds in infant area
Provide safe, interesting objects for baby to reach for, grasp, touch, and mouth
Demonstrate use of simple toys
Insure baby is positioned near interesting objects and activities
Provide toys that give sight or sound variation
Provide toys that respond to baby's actions (for example: push-pop, shade-sound)
Provide toys for biting, mouthing, gumming
Play peek-a-boo games
Partially hide toy; play "where is it?"
Provide toys that can be acted on by infant again and again (rattles)
Provide objects with various sensory characteristics:
  colorful rattles, balls with bells, sound as it rolls, musical teddy bear
Provide objects from home, such as photos on a mobile

Vignette

Interactions at the changing table

A care giver playfully talks with five month old Sara, as she changes her diaper. She talks about what Sara is doing and, at times taps the plexiglass mirror mounted directly over the table and tells Sara, "see the baby." When Sara looks over at the mirror and kicks her legs, the care giver touches Sara's feet, describing in words their up and down movement. As Sara glances up at the two mobiles placed over the changing table, the teacher moves them gently, enabling Sara to see more action. As she picks Sara up, she smiles and hugs her, holding Sara the way she prefers to be held.

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Suck thumb, finger Play with hands, feet Vocalize pleasures, demonstrate distress Repeat enjoyable activities between self and object Smile at mirror image, not yet aware it is self image
Self-other awareness	Prefer to look at human face Know primary caretaker by sight Demonstrate social smile Play peek-a-boo Show preference for familiar adult Hold out arms to be held
Expression of feelings and emotions	May usually be comforted by familiar adult when distressed Show distress at loss of contact with familiar adult Coo or babble as response to pleasant experiences Laugh out loud
Dependence or independence	Reach for familiar people Demand personal attention from primary care giver
Play behaviors	Reach for toys or objects Actively touch, mouth, and shake toys Repeat actions with familiar toys Vary actions depending on toy Repeat interesting sounds (playing with sounds)

Vignette

Peek-a-boo in the tunnel

Sounds from the busy floor play area can be heard as one eight-month-old explores the crawl through tunnel. A care giver is on the floor playing peek-a-boo games with him from the other side of the tunnel. The infant pokes his head into and out of the tunnel, energetically playing this game over and over. He looks at the care giver and then ducks his head into the tunnel. The teacher pokes her head into the other side of the tunnel and says, "There's David. I see you." They take turns doing this again and again. The care giver encourages the infant to crawl through the tunnel. As the infant expresses reluctance to move into the tunnel, the care giver respects the infant's response and does not persist. They continue enjoying their peek-a-boo game.

ADULT INTERACTION

Provide space and toys for self-object play
Place mirrors near infant (changing table, play area)
Use infant's name frequently
Maintain eye contact whenever possible
Place large photographs of adult and infant faces for viewing by infant next to changing table
Talk often to infant
Play turn-taking games with infant (adult makes faces, baby giggles, adult repeats action)
Hold, rock, carry infant at frequent intervals
Place infant near other infants during play
Use routines for social contact (talking to infant while changing diaper)
Observe and respond to likes and dislikes
Listen well for infant's pleasure sounds or signs of distress
Consistently support reasonable pace and routine to reinforce safe, secure, trusting feeling
Avoid loud sounds and too rapid movements (unless safety is an issue)
Encourage infant's attempts to practice things over and over again
Respond to infant's desire to be with or near others
Respond to infant's need to be comforted
Encourage play with action or response toys (rattle, mobiles)
Provide space for safe, sanitary floor play
Provide a variety of colorful play objects
Position infant to allow for engagement in numerous play activities
Imitate infant's sounds
Provide toys or objects for reaching (suspended slightly above or in front of infant)

BIRTH-8 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Body control	Turn head side to side Support head independently Pull to sit up with support Sit supported in high chair Sit without support on floor
Self and objects (Eye-hand)	Follow moving object with eyes Swipe at object Reach for objects Transfer objects from hand to hand
FINE MOTOR	
Self and objects (Eye-hand)	Use primitive squeeze Grasp object using palmar grasp Use scissors grasp Bang two objects together Drop objects, not voluntarily Pick up small objects Hold one cube and take another Strike or bang toy repeatedly Repeat these behaviors again and again
SELF HELP	Hold bottle Pick up spoon Lift cup with handle May begin to finger feed self

ADULT INTERACTION

Place materials in play area to provide small and large muscle activity (dump-and-fill toys)
Provide many opportunities for baby to move, whether in crib with crib toys, in infant seat, in open and free rug area, or sitting on care giver's lap facing other babies with freedom for arms and legs to move
Watch baby's use of own body for cues that baby is ready to sit with or without support
Do a safety and cleanliness check of all infant areas daily
Check for small objects, broken toys, unclean areas missed during daily washing
Place action-response toys within easy reach of the child
Common action-response toys:
  rattles of all kinds
  easy rolling toys
  toys that make sounds
  bright colored toys that roll
  toys with bells (professionally and safely secured within toy)
Avoid propping bottles and feeding baby in crib
Provide toys or materials that are easy to hold and manipulate
Serve food easily eaten by fingers

Vignette

Meeting infants' individual needs

Two babies sit supported by pillow, next to each other on the rug. Low, open shelves line one side of the rug. Three plastic tubs are on the rug near the babies. One infant bangs on the dump-and-fill tub with plastic blocks as he responds to the music being played softly in the background. The care giver in the floor area places rhythm bells within easy reach in case the infant wants to also shake the bells as he responds to the music. As one infant has difficulty reaching and grasping for objects, the care giver places a set of bells in her hand, enabling her to participate as well.

8-13 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive	Begin demonstrating imitative ("so big") behaviors Look toward an object when it is named Comprehends simple directions ("wave bye-bye") Produce one word Respond to a few words in appropriate situations Show understanding of words in familiar situations "nite-nite"
Understanding relationships between self and objects	Show awareness of self Purposefully use single object with demonstration Show beginning awareness of cause and effect
Object permanence	Locate objects in space Actively search for completely hidden objects after observing them being hidden (looks for a ball after it rolls under a chair) Move body around barrier to retrieve objects infant has seen hidden
Behavioral regulation	Protest as object is removed Stop action when adult vocalizes "No" Express refusal to comply through sound gestures Reach to adult and make eye contact when pleasurable activity stops Point to desired objects or people
Purposeful problem solving	Combine and relate coordination of two actions (filling and dumping objects from a container) Begin to combine previously known activities for new results
Beginning operations	Explore objects by using increasingly complex actions: twisting, turning, upside down turning

ADULT INTERACTION

Talk about behaviors and interactions throughout the day
Comment on infant's glance or gaze on object ("you see the kitty")
Use infant's name often---identify the presence of others by name also
Initiate and respond to play actions
Initiate infant's actions
Demonstrate simple fingerplay
Use a variety of congruent facial expressions
Provide blocks for building or knocking over
Provide pull toys and push toys
Demonstrate uses for objects when child would be unable to solve this
Play peek-a-boo, searching games
Encourage infant's curiosity
Provide toys that show parts and whole
Provide toys that provide opportunities for stacking, dumping or filling
Provide toys that provide opportunities for peek-a-boo (pop-up toys)
Provide calm, consistent redirection
Respond to infant's attempts to communicate
Stop activity while child is enjoying it to encourage child to have it continued
Demonstrate ways to obtain objects; (open container) if child appears frustrated
Increase complexity of play objects
Place equipment to allow infant to move in many different directions

Vignette

Mirror play

The parent and infant are sitting in front of the mirror in the rug area. The infant is on the parent's lap, both facing into the mirror. There is a box next to the parent. She is watching and talking to the infant as the infant responds to the reflection in the mirror. Soon the baby becomes tired. The parent takes a hat out of the box and places it on the infant's head. "Who do you see?" The parent then copies what Latisha is doing and talks with her about her actions. The parent then sees that Latisha is tiring of this game,so she tries something else. She claps her own hands and says "Can Latisha clap her hands?" They take turns clapping hands, both laughing as they play.

8-13 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Smile, attempt to play with image in mirror Know own name Feed self with fingers Drink from cup held by adult Hold spoon Use body to obtain object wanted or desired Cooperate with dressing by extending arm or leg
Self-other awareness	Show anxiety over separations from parent or care giver Act shy with strangers Be soothed by familiar people Like to be within sight of others Demonstrate interest in other infants
Expression of feelings and emotions	Begin to use movements to signal displeasure or distress May verbalize displeasure ("No") Show pleasure in accomplishment Show like or dislike for certain people, objects, places Display anger toward other people and objects
Dependence or independence	Begin to resist adult control Rarely show recognition of limits Occasionally challenge or test adult reactions during feeding, bedtime, diapering Display clear intention in obtaining toy or object
Play behaviors	Play imitative games with others Extend toy to others but will *not* release it Begin to use two objects together in play (cup to feed doll) Find humor in incongruities (shoes on the head)

ADULT INTERACTION

Place mirrors near infant
Provide frequent opportunities for physical contact
Place favorite objects slightly beyond reach
Talk with infant
Comfort and re-direct infant to preferred activity upon separation from parent or primary care giver
Respond quickly to infant's distress
Provide objects to be played with by two persons
Accept that infant may demonstrate shyness and desire for independence at the same time
Respect desire for familiar objects, routines, people
Accept anger and frustration
Recognize infant's beginning attempts to do things for herself and respond with understanding
Re-direct calmly and repeatedly as necessary
Support the infant's attempt to explore the environment by encouraging and acknowledging efforts
Play imitative games
Demonstrate use of objects
Provide objects that can be combined in play
Demonstrate incongruities followed by correct action (calling a nose an ear)
Play humorous games

Vignette

Turn-taking game with simple toy

Care giver and baby are on the floor, sitting close to one another. A ball and small blanket are nearby. The care giver rolls the ball to the infant. As the baby smiles, the care giver covers the ball with the blanket and says, "Where's the ball?" As the baby pulls the blanket off the ball, he laughs and they both play the peek-a-boo game over and over again.

8-13 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	
Body control	Changes from stomach to sitting and sitting to stomach
	Balance well when sitting
	Rotate upper body while lower body remaining stationary
	Increase variety of sitting positions
	Pivot on stomach
Self and objects	Reach and grasp in single continuous movement
	Push and pull objects
	Push objects away
Self in space	Crawl backwards
	Move from sitting into other positions
	Creep on hands and feet
	Pull self to standing position
	Stand holding onto furniture
	Stand with one hand held
	Sit down from standing without holding on
	Cruise around furniture, supporting self by holding onto sides of furniture
	May walk with both hands held
Self and objects in space	Push car along
	Play ball
	Throw ball while standing or sitting

ADULT INTERACTION

Provide time and encouragement for infants to practice gross and fine motor activities
Anticipate and plan safe play conditions to prevent potential injury as infant actively explores environment

Vignette

Discovering Gravity

One-year-old Lisa loves balls and will roll or creep almost anywhere to get to them so that she can toss them around. Lisa has Down syndrome. Her teacher has placed a large bowl of balls on a table that is next to the high end of a soft ramp to encourage her to challenge her gross motor skills. The ramp is bordered by the back of a set of shelves, and the end of a couch. There is a wall at the high end of the ramp. Ben slowly walks up the ramp and begins to pull the balls out of the bowl which then falls down the ramp toward Lisa. He discovers that every ball he takes out and lays down on the ramp makes its way down to Lisa who squeals with delight. When Ben tires of the game and leaves, Lisa has no other choice than to make her way up the ramp to continue the game. Although she is unsure about the extra effort the incline requires, she is highly motivated by the fun she just had with Ben and continues her climb until she reaches the balls. At the top of the ramp, she tosses every ball until the bowl is empty, and then she rolls down to retrieve them.

8-13 MONTHS

PHYSICAL-MOTOR DOMAIN CONTINUED

GOAL	PROCESS
FINE MOTOR	Rake or scoop small objects (grasp with whole hand from flat surface) Pick up objects with several fingers and thumb Object held in palm by fingers and opposing thumb Precisely pick up small object Hold objects between pads of thumb and closed fist (inferior pincer) Poke objects with index finger Hold crayon in fist with thumb up Release object into large container with wrist straight
SELF HELP	Finger feed self for part of meal Take off hat, shoes Cooperate in dressing Turn pages of book, many at a time Bring spoon to mouth and turn spoon over in mouth Hold and drink from cup with some spilling Hold cup handles Attempt to remove obstacles in efforts to find lost toy

ADULT INTERACTION

Provide a variety of toys and materials designed to facilitate motor development
Check environment for small objects that could be harmful if swallowed
Provide utensils that are most easily used by infants in self care routines

BEST COPY AVAILABLE

13-18 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	**PROCESS**
Expressive and receptive communication	Imitate simple sounds on request Use many sound repetitions, sound patterns not previously heard Point and vocalize to indicate wants Name objects Use sounds or words to make needs known (ba-ba for bottle)
Understanding relationship between self and objects	Show understanding and initiate use of objects for appropriate purpose (sponge for wiping) Begin to identify familiar sounds with source (person's voice, train sounds, animal sounds)
Object permanence and representational thought	Persist in searching for desired toy when toy is hidden under objects Begin to use object as a substitute for another
Behavior regulation	Use sound or words to attempt to control behavior Reach and point to obtain desired goal (use ramp to assist movement of car) Use adult as tool (take adult hand or push adult to obtain out-of-reach objects)
Beginning operations	Understand beginning concepts related to quantity (more, all gone)

ADULT INTERACTION

Verbalize often what infant is doing
Verbalize often what care giver is doing
Take part in turn taking
Provide various activities that encourage searching (hide-and-seek games)
Use words to foster understanding or relationships between objects
Give children many opportunities to pursue their interests
Give children many opportunities to make their own choices and decisions
Give child verbal encouragement

Vignette

Versatile Box

The teacher had converted an outdoor wooden sandbox into a cozy book corner by covering the surface with carpet pieces. The six inch high sides are fun for the sixteen month olds to climb over in order to get to their favorite stuffed animals and vinyl books. They enjoy "hiding" in the box. Sometimes the teachers remove the animals and books, line the box with a thick plastic tarp and puts beans into the box. They also put in various kinds of containers for pouring and filling. The children especially like tall containers to fill using plastic measuring cups, shovels, and spoons.

13-18 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	Use mirror to locate people or objects in space
	With mirror, see image and touch body parts
	Point to self
	Call attention to self
	Repeat own name
	Put on an take off hat
	Take off some clothes
	Point to two body parts
Self-other awareness	Actively greet familiar adults
	Exhibit anxious behavior around unfamiliar adult
	Show greater interest in peers
	Still like to be within constant sight of familiar adult
	Continue to display stranger-anxiety
	Often have difficulty separating from parent
	Pull at another person to point out an object or action
Expression of feelings and emotions	Identify favorite toys and comforters
	May have difficulty relaxing, settling down
	Express pleasure and frustration with ease
	Continue to show pleasure in accomplishment
	Indicate discomfort over soiled diapers
	Begin to show sense of humor
	Hug, show affection with parent or primary care giver
Dependence or independence	Fail to recognize limits of environment
	Display distractible behavior
	Enjoy being center of attention in familiar group
	Display independent behavior, assertiveness
	Resist adult control
	Want to make own choices
Play behavior	Watch peers with interest for extended period of time
	Imitate play activities of others
	Begin to demonstrate some turn taking with adult
	Begin pretend play (substituting one object for another)
	Play side by side with peers

ADULT INTERACTION

Refer to body parts, name, and physical actions in conversation
Support parents in dealing with separation anxiety
Respond patiently to separation anxiety
Support need for comforters when demonstrated by infant
Demonstrate reasonable and appropriate emotional response to situation
Respond to infant's fears with calm, patient interaction
Recognize that adult's or care giver's emotional reactions will impact the infant's
Positively reinforce child as self-help skills emerge
Encourage independence (taking own socks off, turning own pages)
Avoid making infant wait for long periods
Redirect unacceptable behaviors patiently
Plan activities that infants may engage in side by side
Actively play with the infant
Initiate simple and repetitive songs and rhymes
Encourage pretend play by participating in fantasy

13-18 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	**PROCESS**
GROSS MOTOR	
Self and objects in space	Walk without support--fall easily
	Start and stop in walking
Bodily control	Demonstrate forward fling of ball
	Kick ball
	Attempt to catch ball
	Jump off floor with both feet
	Sit in small chair
FINE MOTOR	
Self and objects	Point with index finger
	Scribble spontaneously
	Hold crayon in fist with thumb up
	Control release of object into small container
	Remove small object from bottle
	Place one round peg in peg board
	Stack tower of three one-inch wood cubes
	Place objects in box and shapes in form board
	Turn pages of a book---two to three pages at a time
SELF HELP	
Self and objects	Pick up one or two toys when demonstrated by adult
	Remove hat, socks, shoes
	Put on hat
	Climb into chair and turn to sit
	Imitate washing, sweeping
	Hold cup and drink with some spilling
	Bring familiar objects when identified by adult
	Carry familiar objects
	Throw objects
	Make purposeful attempt to attain toy
	Pull a toy attached to a string

ADULT INTERACTION

Provide support for walking and climbing steps
Provide low climbing equipment, hazard-free floor space, inclined plane to practice walking up and down
Provide objects to support infants (steady furniture) as they walk
Provide developmentally appropriate objects for grasping, releasing

Vignette

Cause and effect game

The infant and care giver sit together on the rug next to the nesting and building blocks. A plastic tub of blocks is on the floor near them. The giver holds a wide cardboard tube from a roll of holiday wrapping paper. It is eighteen inches long, and as the care giver drops a block through the tube (that she holds at an angle) the block falls out onto the floor near the infant. The infant laughs, looks pup at the care giver, points that she wants the action repeated. The care giver then takes her turn and picks up another block, places it in the tube and releases it. "Where is the block, Maria?" The infant picks up the block and hands it back. The care giver then gives a block to Maria saying "Can you put it into the hole?" The care giver waits, making sure to give the infant enough time to respond. The baby releases the block into the tube. When Maria sees the block fall out, she laughs, and reaches for another block.

18-24 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communication	Use nouns, verbs, adverbs, adjectives Name two or more objects Imitate most simple new words and some complex phrases Reproduce many previously heard sounds from memory Use words to give information (name, objects and actions) Refer to self by name Carry out two part directions in sequence
Understanding the relationship between self and objects	Match objects to pictures Explore new textures with body
Object permanence and representational thought	Produce previously observed actions from memory Remember where objects belong Indicate awareness of absence of objects or person Begin to use objects in nonstandard ways
Behavioral regulation	Exercise right to say no to request Make needs and wants known through words or gestures Direct adults to perform actions
Purposeful problem solving	Continue trial and error learning Invent new ways to solve simple problems
Beginning operations	Explore different sizes and weights of objects Recognize differences between loud and quiet sounds Match familiar sounds with source

ADULT INTERACTION

Talk and interact on child's physical level
Extend child's language ("Michele play" to "Michele wants to play with the trike")
Name objects and actions
Plan activities that introduce child to a variety of sounds and rhythms
Read simple books to child and ask child to point to objects as adult names them
Introduce child to many different sensory materials and encourage touching, tasting, etc.
Provide books and photographs of familiar things, people (child's family), pictures of peers
Encourage children to assist with putting toys where they belong at cleanup
Call attention to children who may be absent
Provide a variety of toys for beginning symbolic play (dolls, simple dress-up clothes, hats, things to carry, blocks, cars, trucks)
Encourage turn taking
Provide a balance of active and quiet play
Avoid waiting time for toddlers
Patiently redirect toddler
Respect strong toddler desire for familiar routine
Actively and frequently use open-ended questions in meaningful situations to help toddlers recall "Where is the doll's bed?"
Verbalize actions of adult and toddler
Introduce objects, experiences
Encourage child to observe, discover similarities and differences

Vignette

Sand-box hide and seek

Two toddlers are playing side by side at the sand table. They are using the funnels, plastic scoops, and tubs of various sizes. They are busy filling some tubs to overflowing and making piles of sand. The toddlers seem to enjoy choosing the tool they want and creating play activities for themselves with the sand. One toddler reaches down and pulls up a plastic car that has been buried. She shows it to the care giver who is also playing at the table. The toddler then starts pushing the car into the sand again, covering it entirely. The care giver asks "Where did you hide the car?" The toddler smiles and replies, "Car sand". The care giver says, "You hid the car in the sand." The toddler once again pulls out the car, laughing heartily. The care giver says, "The car was in the sand! Do you want me to hide it this time?" The toddler looks and pauses for a time. The care giver waits, wanting to giver her time to respond. She then smiles and gives the car to the care giver, beginning yet a new game of hide and seek.

18-24 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	State own first name
	Identify self by name of "me" in mirror image
	Distinguish self from same gender toddler in pictures and may label self by gender
	Name and point to "six to eight" body parts
Self-other awareness	Begin to stay with other adult without protest when parent leaves
	Show interest in playing next to others
	Take turns if shown how
	Indicate some needs verbally to adults
	Briefly participate in activities such as music and movement
	Listen to story read by adult
	Enjoy imitating behavior, verbalizations of others
Expression of feelings and emotions	Demonstrate a range of emotions
	Frequently display tantrums
	Show affection (hugs, kisses)
	Be easily frustrated during conflict situations
	Laugh at physical actions that appear funny
	Show frustration with waiting
	Demonstrate comfort and contentment with routines, resist change
Dependence or independence	Initiate many self-care routines (washing face)
	Feed self, use spoon with few spills
	Unzip zipper
	Drink from cup without assistance
	Sometimes initiate routine tasks, cleanup
	Express food likes and dislikes
	Stay with familiar adult without protest when parent or primary care giver leaves
	Use "NO" more frequently
Play behaviors	Increase pretend play activity
	Play along side other children
	Pay more attention to peers (talking on toy telephone)
	Combine sound-play with action-play such as pretending to eat and sleep
	Practice motor play activities including climbing, running, carrying

ADULT INTERACTION

Use toddler's name often
Use mirrors, photographs to reinforce toddler's self image
Talk to toddler often
Play imitative games with toddler
Reinforce "Mommy will come back" if toddler protests separation from parent and then begin playing with child
Provide reasonable choices
Redirect the toddler's activity calmly
Maintain reasonable pacing of activities (neither hurried nor too much waiting)
State expectations clearly, simply, and positively ("The sand stays in the sandbox.")
Laugh with toddler
Maintain day's routine
Provide balance of active and quiet activities
Praise toddler for doing tasks independently ("You did that all by yourself.")
Provide utensils that are easy for toddler to use
Store toys on easily accessible shelves
Encourage self help skills, such as brushing teeth, simple dressing
Identify the presence of other peers by name
Be an active player with the toddler
Describe actions of toddler; state observed feelings ("You are happy.")
Provide a variety of appropriate toys
Encourage turn taking
Encourage both quiet and active play
Model pretend play sequences

18-24 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR Self and objects in space	Sit in small chair Walk alone, seldom fall Run stiffly Walk forward, backward, sideways Jump with both feet Kick object (ball) without falling Push and pull object with ease while walking Walk up stairs, holding rail without support from adult Play catch Jump from bottom step Climb into and down from adult chair Throw ball overhead
FINE MOTOR Self and objects	Separate snap toys or beads Begin to string large beads Demonstrate scribbling with marker or crayon Place pegs in peg boards Build tower of "five to six" blocks Place three forms in form board (circle, square, triangle)
SELF HELP Self and objects in space	Move about environment without constant adult supervision; child is always in adult's visual range
Self and objects	Hand adult empty dish when finished eating Use spoon with little spilling Use toilet when assisted by adults Replace some objects where they belong Unwrap objects Attempt to put on shoes Begin to eat with a fork

ADULT INTERACTION

Maintain safe and clean area, clear of obstacles for gross motor practice and exploration
(running, jumping, climbing)
Actively play with child, demonstrating gross and fine motor activities and movements
Provide equipment, activities, and time for toddler to safely walk up and down, climb, balance
Provide time for activities that encourage
    pouring
    measuring
    drawing
    marking
    sorting
    shaping
    throwing
    beginning catching
    climbing
    walking
    running
    dressing or undressing

Vignette

Parachute Peek-a-Boo

A group of five eighteen-month-olds and their care givers are holding onto the edges of a small parachute. They raise it up and down to music, playing peek-a-boo with Amy who is sitting underneath. Every once in a while, one of her classmates joins her as the chute collapses around them. The care givers sing, "Where is Amy, Where is Jack. . ." When it is Amy's turn to hold the chute, an adult helps her stand because she has cerebral palsy. Pretty soon all the children are falling on top of the chute and hiding parts of themselves in its folds, giggling excitedly and playing peek-a-boo.

24-36 MONTHS

COGNITIVE-LANGUAGE DOMAIN

GOAL	PROCESS
Expressive and receptive communications	Demonstrate conversational turn taking Begin stating needs in complete sentences Expand vocabulary greatly (approximately 200 words) Ask questions using "what, where, when" Use adjectives and adverbs
Understanding the relationship between self and objects	Think about the characteristics of objects and describe them Match identical simple pictures with known objects Substitute one object for another in play Recognize missing objects
Object permanence and representational thought	Tell a simple story about a familiar event Imitate behaviors of another in the absence of a model
Behavior regulation	Follow two-part verbal directions Use words to identify wants and needs to adults and begin to do so with other children Increase use of language to control others' behavior ("Give me my truck.") Respond more frequently to adult guidance Predict what will happen next in a series of routines (get up, take bath) Help dress and undress self
Purposeful problem solving	Use more verbal requests for help Use previous knowledge to solve new problems Experiment with sensory materials
Beginning operations	Sort objects by color or shape Put rings in order by size Pick out objects that go together because of common use

ADULT INTERACTION

Engage in meaningful conversation with child
Use open-ended questions
Answer child's many questions
Provide a variety of play activities and opportunities for peer interactions
Extend child's language through expansion of child-initiated conversation
Model appropriate language skill and use
Provide environment with many interesting play objects
Ask child to tell about a favorite toy
Encourage child to tell about an event that just happened or is about to happen
Provide environment with many opportunities to engage in pretend play, take on roles of others
Provide real objects for pretend play
Respond to child's needs, desires, ideas
Actively listen to children
Encourage child to care for self (dress, undress, wash hands, begin toileting)
Model for child how to state needs and wants to another child; give child words for such
Praise and encourage attempts to care for self
Provide clear routines and consistent expectations
Provide sensory materials for exploration and experimentation
Encourage child to try new things; give child new ideas or toys to extend play episode
Provide toys that involve active manipulation (stringing, building, shaping, stacking)
Provide materials for sorting, comparing, simple measuring, naming

Vignette

Bubbles

A sheet is spread out on the floor to catch the drippings and burst bubbles from today's activity. The teacher holds the bottles and the wands while the two-year olds blow and burst the bubbles. Sometimes the teacher takes a turn and blows a very big bubble drawing everyone's attention to its size. When many bubbles are produced, the teacher emphasizes the quantity. When only a few are produced, the teacher leads an exaggerated count while they are being broken. The teacher catches some bubbles with the wand and encourages Tommy to blow them off again. This will help him build up enough breath control to someday blow the bubbles through the wand himself.

24-36 MONTHS

AFFECTIVE-COMMUNICATIVE DOMAIN

GOAL	PROCESS
Self-body awareness	State own name easily
	Identify self in photograph with other children (boys and girls)
	Understand words "mine" and "yours"
	Express feelings and emotions
	Recognize own skills and abilities with greater ease
	Defend ownership of personal items
	Define appropriate things as "mine"
Self-other awareness	Take turns with other peers at times
	Help others
	Become more interested in and interactive with other children
	Participate in group singing and movement
	Spend less time than toddler seeking attention of adults in the room
Expression of feelings and emotions	Recognize feelings of others
	Enjoy expressive arts activities, easy art activities
	Respond to please adult more frequently
	Demonstrate feelings to other children
Dependence or independence	Demonstrate independence more easily
	Care for self: talk of toilet needs, wash own hands, help to put away, dress with assistance
Play behavior	Initiate own play activities
	Participate in play activities side by side with another child
	Play simple group games (ring-around-a-rosey)
	Enjoy imaginative role playing
	Play independently for longer periods of time

VIGNETTE

Dress-Up Clothes

There are several child-safe mirrors all around, a tall one a three-sided low one, some hand mirrors, and one that is permanently affixed to the wall. Parents and teachers have brought in their old vests with big buttons, cut down lingerie and other items with interesting textures, shoes, hats, and belts for the two-year-olds to get into. Large sizes are so much easier to get into at age two. Teachers are making up songs about getting dressed up and about my red shirt.

ADULT INTERACTION

Use child's name often
Give child words to define possessions ("That's my toy.")
Collect photos of children playing
Talk with child about what is happening in photos, and name persons in photos
Praise child for learning something new ("You climbed up all by yourself.")
Play games with child demonstrating turn taking
Encourage play with other children
Talk and sing often
Respond to feelings expressed by child
Demonstrate own feelings in a reasonable way
Verbally identify feelings ("You are sad.")
Provide opportunities for child to help adult with classroom activities
Listen attentively to child
Maintain consistent routine, expectations
Adapt environment to child's needs (small toilet seats, appropriate eating utensils)
Play often and in a relaxed manner with the child
Play pretend games
Provide individual and small and large group play opportunities
Demonstrate taking turns in an activity
Provide toys for building and constructing (blocks)
Provide sensory materials such as sand table, water table, feeling and texture box, and a variety of healthy foods for tasting party

Vignette

Play Dough Game

A two-and-a-half-year-old is busy playing in the housekeeping area. He fills a bag to brimming with the books that are displayed on the shelf next to the play area. He reaches for a plastic hat that is near the table and puts it on. He tries to put on the jacket, that seems easy to wear. He then notices the play dough and pots and pans on the stove. He places some play dough into the pan and covers it with the lid. Another child reaches for a pan asking, "Where's the play dough stuff?" The child in the hat and vest lifts the lid enthusiasticaly saying, "See!" The second child hides a new piece of play dough in another pan, turns and says, "Find it." They then see the care giver playing on the rug and walk with their pans of play dough to show her what they have made. Looking up, the teacher says, "Peter and Will, you have both been so busy cooking up good things. Let's go back to the play dough table so you can show me what you have made."

24-36 MONTHS

PHYSICAL-MOTOR DOMAIN

GOAL	PROCESS
GROSS MOTOR	Jump from second step with both feet together
	Walk up steps, both feet on step, not holding on
	Walk down steps, both feet on step, not holding on
	Stand on one foot
	Kick ball forward
	Throw ball in standing position without falling
	Catch ball from straight arm position, catch ball against chest
	Run, whole feet contact; stop and start
	Ride a three wheel vehicle, propelling with pedals
FINE MOTOR	Attempt to cut with small scissors
	Play with play dough, clay, molding materials
	Imitate circular, vertical, horizontal strokes
	Build tower of eight to ten blocks
	Hold crayon with thumb and forefinger
	Put pieces in a three piece form board correctly
SELF HELP	Wash and dry hands
	Pour water from small pitcher with very little spilling
	Take off clothes, need help with buttons
	Help carry and put things away
	Dress with assistance

ADULT INTERACTION

Select safe and appropriate gross and fine motor equipment and materials
Actively play and participate in wide range of gross and fine motor activities and games
Provide space and materials for climbing, catching, throwing
Verbalize toddlers' gross and fine motor activities
Continue to encourage self help skills
Provide a balance of indoor and outdoor gross motor play

Vignette

Toddler Group Time

A care giver places the small mats on the rug area as another care giver starts a tape and sings along as she placed rhythm bells on each mat. The group has just cleaned up the toys together using their clean up song, and they are familiar enough with the comfortable routine to begin heading for the mats. They are soon sitting comfortably on a mat of their choice and shaking their bells. Some toddlers do not sing at all, yet they enjoy watching others move and sing. A few children stand and turn around in the middle of the singing area. As one child has impaired hearing, a care giver strikes a small drum with a mallot and places the toddler's hand on the surface, enabling her to feel the vibrations. Even though the toddler cannot hear the music, she still loves to shake the bell, watch the other toddlers, and participate in moving as the other toddlers move. After a few songs, the care giver notices that the toddlers are begining to move about and look elsewhere as if they are ready to do something else. The care giver remembers one of the group's favorite action and rhythm songs, tries it and notices that the toddlers respond. After this song, the care givers demonstrate cleanup of bells and mats and they all move on to new activities.

THREE TO SIX YEARS

INTRODUCTION

The following section focuses on children in the three-to six-year old age range. Here again, the information is structured by developmental domains and the universal sequence of processes within each domain. As a result, this presents an overview of the developmental progression children experience through the prekindergarten and kindergarten years.

It is necessary to view the sequences with two very important points in mind: (1) child development is holistic in nature; processes are inextricably intertwined and overlapping; (2) learning and development occurs in an holistic manner, through experiences and interaction with the physical and social environment.

Curriculum planning at this level is a process that considers the whole child in an integrated learning environment. The classroom teacher is the instructional facilitator and structures the environment from which children can choose developmentally appropriate activities. Planning that focuses on isolated skills is developmentally inappropriate. Rather, play is the primary vehicle for learning during these years.

The settings in which this section of the guide may be used vary in terms of type and population. Settings may include programs such as Head Start, Chapter I, ECSE, Board of Education funded classrooms, private school prekindergarten programs, and public day care programs, integrated early intervention programs, vocational-technical child care programs with prekindergarten laboratory settings, Child Learning Centers in high school settings and public and private school kindergarten programs. In all cases, the expectation is that families are an integral part of the curriculum planning process.

The kindergarten age range has been deliberately included in this section. Like two-year-olds, who are in a transitional period, the five-year-old is also in developmental transition. With respect to curriculum planning for kindergarten, this guide is intended to assist the teacher in ensuring that graded courses of study are interpreted in a developmentally appropriate way.

Section Contents

- Environmental Overview
- Sample Schedules and Room Diagrams
- Transitions: Three to Six Years
- Developmental Charts and Vignettes

ENVIRONMENTAL OVERVIEW

In the introductory section of the guide, a number of issues were examined concerning the overall establishment and maintenance of early childhood environments. The child's interaction with the early childhood environment *is* the curriculum. Because this is so, much thought and care is critical in planning and managing the environment. The environment should be developmentally responsive to the needs of both the group and the individuals within the group. That is, the materials, the physical arrangement of the classroom and outdoor space, and the schedule should reflect the particular needs of the children in terms of age appropriateness and individual appropriateness. In addition, the curriculum should address the children's need for increasing complexity of experiences and involvement in integrated learning. The classroom arrangement evolves over time from a primarily interactive learning environment arranged by defined spaces (dramatic play, blocks, art) to a more curriculum-area defined arrangement for the kindergarten level (math, science, fine and gross motor).

Integrated learning is the strategy of choice at the preschool level. As a means for organizing classroom space and curriculum, this strategy avoids the pitfalls of theme planning by removing the temptation of allowing the theme to dictate content. Instead, integrated learning is based upon the following concepts:

- content areas are naturally inter-related.
- there is a range of choices that have been generated by the teacher and children and serve as contexts for what is learned.
- the schedule for the day is not bound by time slots, but flows naturally from one activity to another.
- learning at one point is applied to other points and adds to the child's knowledge base.
- learning is a process; and excessive focus upon content tends to disregard the process.

The integrated learning approach is reflected in the environment by a classroom arrangement that encourages carry-over of activity from one space to another. For instance, the task of bread-making may be viewed as an activity that takes place throughout the morning and throughout the classroom. The measurement and mixing of ingredients incorporates science and math concepts as well as fine motor control. The kneading of the dough involves gross motor behavior. In other parts of the classroom, dramatic play regarding baking may occur, literature focusing on baking and cooking may be available, and manipulation of dough-like substances might emphasize the overall task. Thus, the planning of the environment and the activity do not have to occur in discrete units, but can flow naturally.

The equipment and materials in the environment also contribute to curriculum. Equipment that is manageable, that is the right size, complexity, and is of interest to the children is more likely to meet their needs than equipment that is unsafe, inaccessible, and unappealing.

(Connecticut State Board of Education, 1988).

ORGANIZATION OF SPACE

- Arrange materials and equipment in the early childhood classroom in a way that invite the child into the setting, engage him or her in activity, and sustain the child's interest.
- Allow sufficient classroom space (25 sq. ft. per child is recommended in Kansas License Regulations) for a variety of centers (blocks, housekeeping, art, science and math, woodworking, reading, writing, listening, manipulatives).
- Allow clear, unobstructed pathways to lead from the entry to all parts of the classroom. At the same time, do not allow runways or large open spaces that invite running or other unsafe behavior.
- Keep dividers and floor coverings in a way that helps define space for specific activity.
- Group quiet activities together as much as possible (expressive art, language-literature, science).
- Group noisy activities together such as dramatic play, blocks, and gross motor.
- Arrange furniture to promote both peer and adult conversation.
- Allow space for expansion from one related area to another (block play and dramatic play often overlap).
- Avoid creating small entrances to particular areas as children may get a sense of being trapped.
- Provide carpeted areas for such activities as group gatherings, unit block play, and quiet book time.

- Make available open, labelled (picture/word) storage shelves in order to encourage independent choice, responsibility, and classification skills to the children.

- Provide unisex bathrooms, sinks, and drinking fountains, when possible, within the classroom space, preferably with child-size fixtures. Also allow easy accessibility to tissues, soap, sponges, and paper towels.

- Provide outdoor play area for cooperative dramatic play and gross motor activity, utilizing a variety of safe equipment.

Specific requirements for content areas include: expressive art area that is near a water source and preferably natural light; soft surfaces under gross motor equipment; block area that is out of normal pathways and has a smooth flat surface; language-literature area that is near natural light, has soft places to sit, and allows for privacy; music and science areas that have electrical sources; writing center with table space for work.

Children count on the sameness and familiarity of the space arrangement that remains constant. Consequently, it is important to maintain some consistency in the environment. On the other hand, changes in the environment can be an effective means of managing or redirecting behavior. This passive form of control can be labeled the "invisible teacher." It is accomplished by environmental manipulation. The physical environment (furniture, rugs, equipment) cues and motivates the behavior of the children. For instance, running in the classroom is impossible if runways are non-existent. A table moved into a well-worn path forces children to walk, a much safer form of locomotion indoors. Likewise, materials that require cooperative effort will encourage joint participation among the children. Available smocks will motivate independent behavior. Limiting the number of children in a small play area will usually eliminate or reduce the potential for aggressive behavior. The number of seats at a table will limit the number of participants in an activity. Likewise, removing chairs from the area will encourage more upper body movement in something like fingerpainting. In all of these cases, the key is to assess how the space is being used and then determine how it may be modified in order to guide behavior.

Space arrangement can also influence the types and complexity of interactions. If there are tables and chairs in small grouping, then children are likely to interact in their small groups. If furniture and space force adults to get down to child level, then there is likely to be more adult-child interaction. If spaces permit more than one child at a time, then more peer interaction will occur.

Sample
Prekindergarten Floor Plan

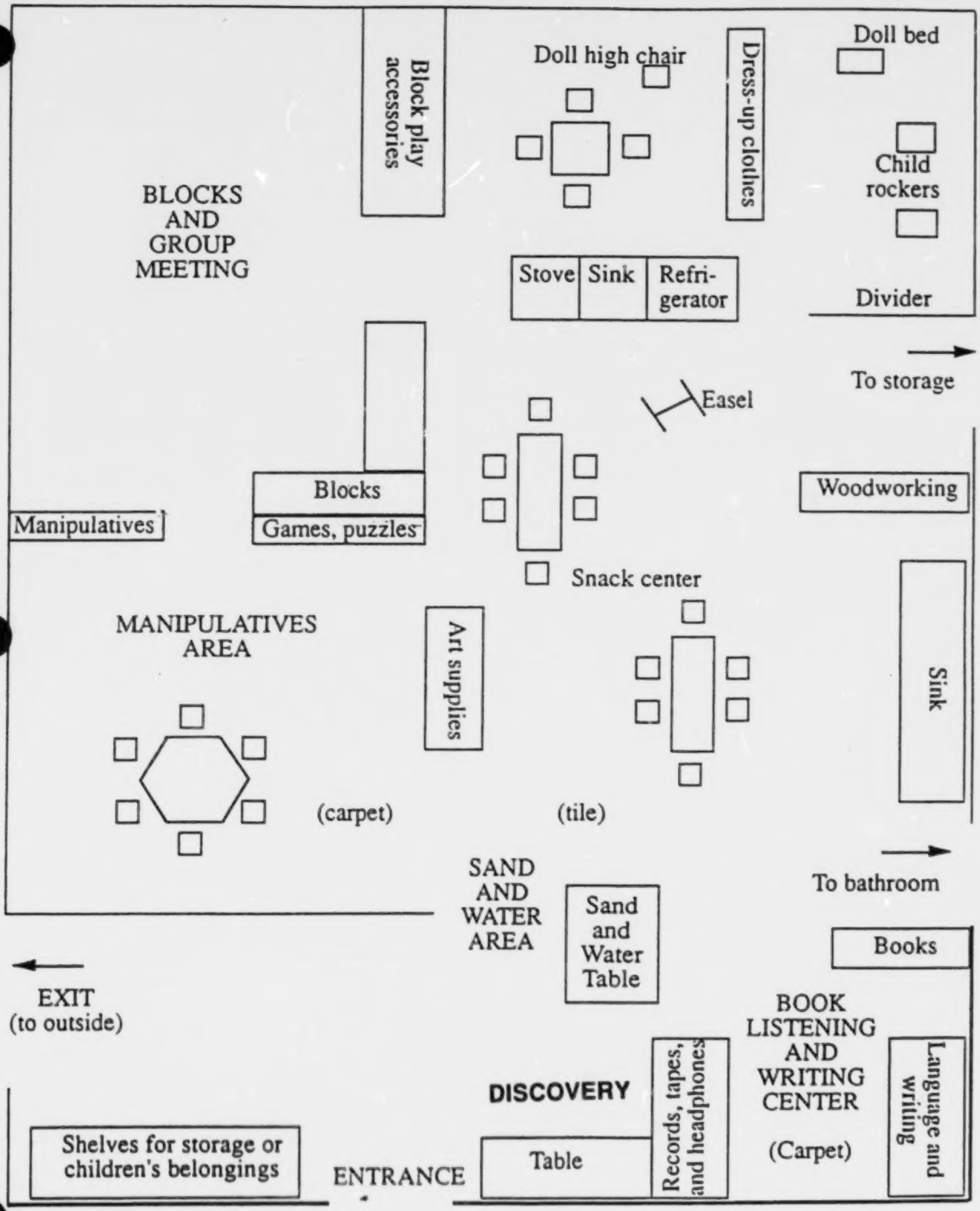

Block play accessories
Doll high chair
Dress-up clothes
Doll bed
Child rockers
BLOCKS AND GROUP MEETING
Stove
Sink
Refrigerator
Divider
To storage
Easel
Blocks
Games, puzzles
Manipulatives
Woodworking
Snack center
MANIPULATIVES AREA
Art supplies
Sink
(carpet)
(tile)
SAND AND WATER AREA
Sand and Water Table
To bathroom
Books
EXIT (to outside)
BOOK LISTENING AND WRITING CENTER
DISCOVERY
Records, tapes, and headphones
Language and writing
(Carpet)
Shelves for storage or children's belongings
ENTRANCE
Table

FIGURE 7

Sample

Kindergarten Floor Plan

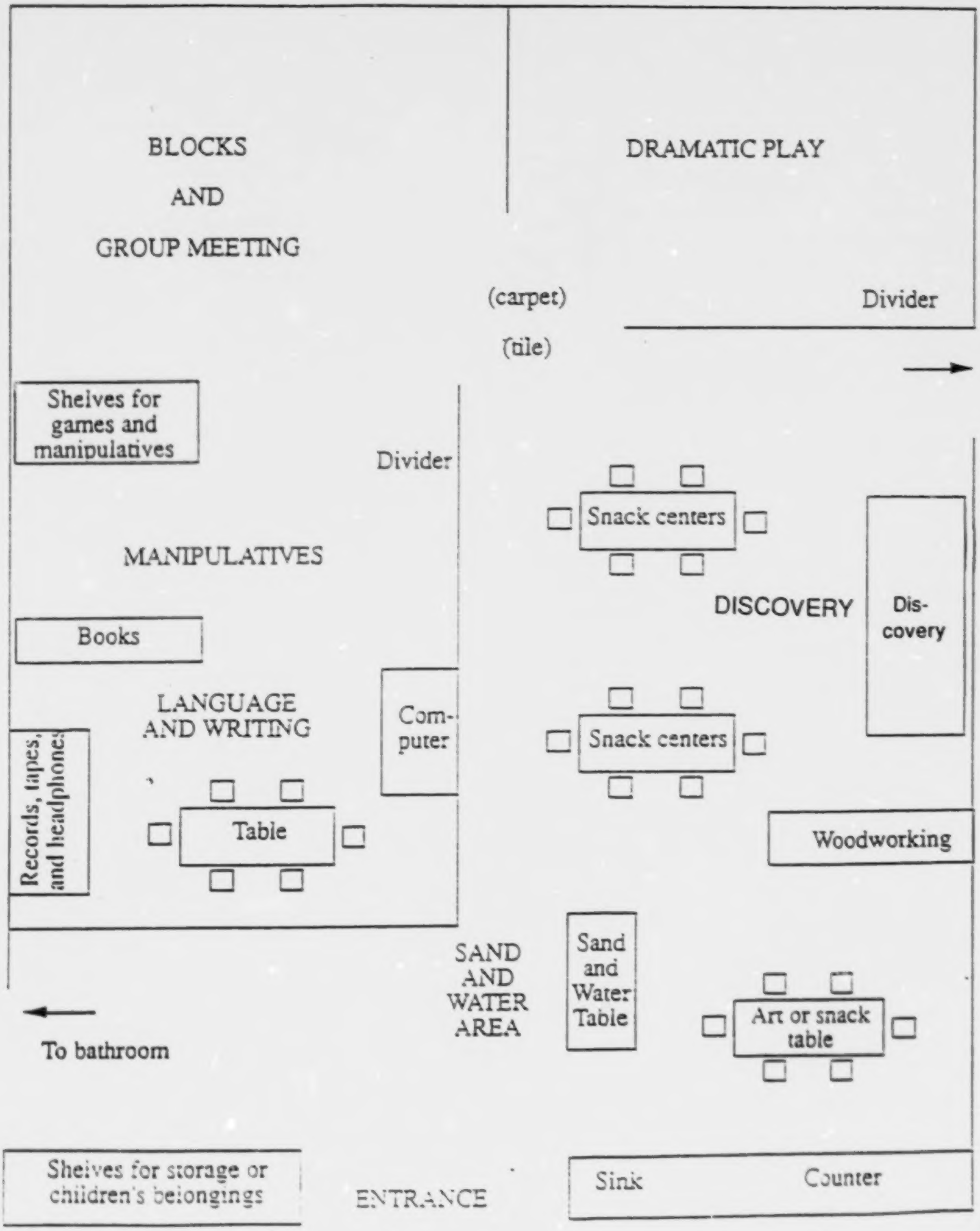

BLOCKS
AND
GROUP MEETING
DRAMATIC PLAY
(carpet)
(tile)
Divider
Shelves for games and manipulatives
Divider
Snack centers
MANIPULATIVES
DISCOVERY
Dis-covery
Books
LANGUAGE AND WRITING
Com-puter
Snack centers
Records, tapes, and headphones
Table
Woodworking
SAND AND WATER AREA
Sand and Water Table
Art or snack table
To bathroom
Shelves for storage or children's belongings
ENTRANCE
Sink
Counter

FIGURE 8

ORGANIZATION OF TIME

- Allow for stable, yet flexible daily schedule to permit children to complete projects.
- Schedules will differ depending on the type of program. A part-day prekindergarten program lasts approximately 3 hours and a full-day child care program may range 8-10 hours in length. Depending upon the differences in program, the schedule may need to include time for such tasks, as meals, tooth-brushing, naps, as well as transitions to and from the tasks. Sample schedules will follow.
- A balance of activity in the day's schedule: quiet active play; self-selected or teacher-selected play; individual, small group or large group activity; activity in all developmental domains; fine or gross motor activity; indoors and outdoors activity.
- An important part of the program that leads to logical flow from one activity to the next is the transition or bridge (singing appropriate songs after getting coats on and heading toward playground or saying, "all the children with velcro shoes may now leave discussion time for the snack table".)
- The expectations for self-control in a large group match the developmental level and capabilities of the children. For instance, three-year-olds should not be expected to sit in a large group for more than ten minutes.

FULL-DAY CHILD CARE SAMPLE SCHEDULE

7:00-9:00	Arrival Activity: greet and welcome children into the classroom
9:00-9:10	Large group welcome Activity: greet the children as a group and introduce the morning activities
9:10-10:30	Self-directed play Activity: offer children opportunities to engage in self-selected activities arranged in the classroom (for example: expressive art, language, dramatic play, sand and water, music, science); open snack time.
10:30-10:40	Cleanup Activity: encourage the notion of choice with responsibility; assist with cleaning up, and then wash hands
10:45-10:55	Group Activity: focus children's attention on teacher-selected activity, provide a language experience, a music or movement experience, or a discussion experience to alter pace
11:00-11:40	Outdoor play Activity: exercise gross motor skills and experience a different environment
11:45-12:00	Large group Activity: listen and discuss a story then move gradually into lunch
12:00-12:30	Lunch Activity: small group, family-style meal
12:30-3:00	Toothbrushing and nap Activity: brush teeth for good oral hygiene, rest
3:00-3:20	Snack Activity: nourish and socialize
3:20-3:50	Outdoor play Activity: exercise gross motor skills and experience a change in environment
3:50-4:10	Group story Activity: interact with group and introduce afternoon activities; story reading
4:10-5:30	Self-directed play Activity: choose and follow through on a task from among all content areas
5:30 and earlier	Departure: Activity: greet and exchange information with parents

Part-Day Prekindergarten Sample Schedule

8:50 - 9:00	**Arrival** Activity: Greet and welcome children and parents into the classroom
9:00 9:20	**Small Motor Games** Activity: Children have opportunities to engage in self-selected small motor activities. Example: puzzles, snap toys
9:20 9:30	**Large Group Welcome** Activity: Greet the children as a group and introduce the morning schedule
9:30 - 9:45	**Cleanup and Snack** Activity: Encourage the notion of choice with responsibility; assist with cleaning up, bathroom and then wash hands
9:45 - 10:00	**Outdoor Play** Activity: Exercise gross motor skills and experience a different environment
10:00 - 10:15	**Storytime/Quiet Time** Activity: Children take time to listen to story often related to the theme for the week
10:15 - 11:00	**Center Time** Activity: Offer children opportunities to engage in self-selected activities arranged in classroom. Example: art, language, dramatic play, sand and water, music, science
11:00 - 11:20	**Small Group Time** Activity: Children will go into small groups and play games. Example: lollipop, alphabet rock, I Spy
11:20 - 11:30	**Large Group** Activity: Put closure on the morning, recap the day's activities; listen to and discuss story
11:30 - 12:00	**Lunch** Activity: Encourage the notion of choice with responsibility Assist with cleaning up, then wash hands
12:00 - 12:15	**Quiet Book Time** Activity: Encourage the notion of choice by allowing children to select their own books to quietly read
12:15 -	**Departure** Activity: Greet and exchange information with parents

Music and P.E. may be included on alternate days according to individual building schedules.

PART-DAY PREKINDERGARTEN SAMPLE SCHEDULE

8:45 - 9:15	**Arrival** Breakfast, informal conversation Brush teeth
9:15 - 9:35	**Large group activity** Language experience, introduce a.m. activities
9:40 - 10:45	**Self selected activities:** Offer children opportunities to engage in self-selected activities in the classroom. Example: Block and dramatic play areas, manipulative games, listening center, art and music.)
10:45 - 11:00	**Cleanup** Large group activity. Listen to and discuss story
11:00 - 11:20	**Outdoor play** Exercise gross motor skills and experience different environment
11:30 - 12:15	**Lunch** Prepare to go home

PART-DAY PREKINDERGARTEN SAMPLE SCHEDULE

8:00-8:15	Arrival Activity: Welcome children, bathroom, snack
8:15-8:40	Large Group Activity Activity: Calendar, weather, language activity which may relate to theme of week
8:45-9:00	Outdoor Play Activity: Exercise and develop gross motor skills
9:05-9:45	Center Time/Self-Selected Activities Activity: Children may participate in a variety of activities. Choices may include the dramatic play area, art center, writing center, etc..
9:45-10:00	Clean Up Activity: Assist in putting materials away; bathroom and self-help skills.
10:00-10:25	Lunch Activity: Self-help skills, manners, socialization
10:30-10:40	Music Activity: Songs, movement activity with record
10:40-10:45	Prepare to Dismiss Activity: Papers handed out, coats on
10:45	Dismiss Activity: Children on buses; visit with parents

Part-Day ECSE 3/4 Sample Schedule

8:50 - 9:00	**Arrival** Activity: Get children off the bus, coats off, notebooks out of bags and into the classroom
9:00 - 9:10	**Fine Motor Activity** Activity: Fine motor materials out at tables; individual talking time to each child
9:10 - 9:30	**Music - MWF** Activity: Adaptive music teacher comes Tuesday - Library - hear a story, look at books Thursday - Art
9:30 - 9:40	**Bathroom** Activity: Use the bathroom and wash hands in preparation for snacks
9:40 - 10:00	**Snacks** Activity: Eat snacks; work on language skills, self-help skills and social graces
10:00 - 10:50	**Small Groups** Activity: Work on IEP objectives through self chosen activities
10:50 - 11:10	**Outdoor Play** Activity: Use gross motor skills, share, take turns
11:10 - 11:20	**Preparation for Lunch** Activity: Bathroom and wash hands
11:20 - 11:45	**Lunch** Activity: Eat, self-help skills, manners, trying new foods, responsible for cleanup
11:45 - 11:55	**Large Group** Activity: Recap the morning's activities, record, story, etc.
11:55 - 12:00	**Departure** Activity: Get coats on and go to the bus

Half-Day Kindergarten Sample Schedule

A. M. Schedule

8:00	Arrival Bathroom/Snack
8:15	Circle time Group Language
8:45	Recess
9:05	Centers Self-selected activities
9:45	Cleanup Bathroom
10:00	Lunch
10:30	Music
10:40	Prepare to dismiss
10:45	Dismiss

P.M. Schedule

11:30	Arrival Bathroom
11:45	Lunch
12:15	Recess
12:35	Circle time Group Language
1:00	Centers Self-selected activities
1:45	Cleanup Bathroom
1:55	Snack
2:05	Music
2:15	Prepare to dismiss
2:20	Dismiss

HALF DAY KINDERGARTEN SAMPLE SCHEDULE

8:45-9:00	**Arrival** Activity: greet and welcome children; introduce center choices
9:00-10:00	**Integrated center choices** Activity: offer chldren integrated center activities and projects including literacy, math, science, expressive arts, manipulatives, sand and water and dramatic play
10:00-10:15	**Cleanup** Activity: encourage the notion of choice with responsibility; everyone assists with cleanup
10:00-10:35	**Whole group** Activity: recap center discoveries; engage in creative movement and music experiences
10:35-11:00	**Outdoor play** Activity: exercise gross motor skills and experiences in a different environment
11:00-11:45	**Language or Literature Projects** Activity: listen and discuss a story; do a literature extension (writing, dramatization, language experience story)
11:45-12:00	**Departure** Activity: discuss plans for next day

FULL DAY KINDERGARTEN SAMPLE SCHEDULE

9:00-9:20	Arrival, Circle Time (Daily story, weather, etc.)
9:20-10:45	Intergrated, Centers and Projects-Self-Selected Activities (Language Arts, Math, Science, Health)
10:45-11:00	Clean up - Bathroom
11:00-11:30	Physical Education or Outdoor Play
11:30-12:10	Bathroom, Lunch
12:10-12:30	Quiet Listenting Time (On rugs)
12:30-1:00	Whole Group Activity (Sharing, game)
1:00-1:30	Music
1:30-2:30	Self-selected Activities (Blocks, Housekeeping, Listening, Manipulatives, Play Dough, Sand-Water Table)
2:30-2:45	Snacks
2:45-3:15	Outdoor Play
3:15-3:45	Stories, Poems
3:45-4:00	Prepare for dismissal (Review day's activities) Pass out materials
4:00	Dismissal

ECSE 5-6 SCHEDULE - FULL DAY

EARLY CHILDHOOD SPECIAL EDUCATION

9:00-9:30	Arrival, free choice (10 minute cleanup)
9:30-10:00	Opening (choose leader, calendar, flag salute, general discussion) bathroom
10:00-10:20	Snack. Discuss what we ate for breakfast
10:20-10:40	Language Arts (stories, activities from Heath or Language Arts)
10:45-11:15	P.E. or movement activities
11:15-11:45	Small group activities (work on individual educational goals)
11:45-12:00	Prepare for lunch, bathroom
12:00-12:40	Lunch and recess
12:45-1:00	Bathroom, brush teeth
1:00-1:30	Rest
1:30-2:00	Music
2:00-2:20	Outside play
2:20-3:00	Science, social studies, art, health - integrated activities from units or Heath. 10 minute cleanup.
3:00-3:45	Centers (fine motor, language arts, housekeeping, special interest)
3:45-4:00	Clean up, discussion of the day's activities, dismissal

***Suggested for use by supervisor**

EARLY CHILDHOOD OBSERVATION FORM

NAME:__________________________ SCHOOL:_________________ PHONE:____________

PROGRAM:__________________ PRINCIPAL:___________________ DATE/TIME:_________

NATURE OF REQUEST:____________________ NON-TENURED: 1 2 3 TENURED_____

BREAK SCHEDULE: P.E. LIBRARY RECESS
MUSIC LUNCH OTHER

PHYSICAL ENVIRONMENT

____Safe and clean
____Inviting and aesthetically pleasing
____Abundance of concrete materials
____Eye-level displays and work surfaces
____Appropriate furniture
____Cubbies present
____Small/large group areas
____Well-defined center areas
____Low, labeled storage areas
____Accessibility of materials to students
____Quiet/noisy areas separated
____Separate area for coats
____Child-made displays
____Carpet and tile floor surfaces
____Close proximity to water and bathroom
____Teacher desk not in prominent place
____Language rich environment
____Picture/word and/or object/word label

AFFECTIVE ENVIRONMENT

____Heterogeneous grouping
____Individual needs addressed
____Child-initiated learning
____Evidence of student responsibility
____Alternative for early finishers
____Appropriate adult-child interaction
____Positive guidance used in disciplining
____Child interaction encouraged
____Cooperative attitude observed

CURRICULUM

____Multicultural, nonsexist focus
____Integrated curriculum/learning evident
____Use of adopted curriculum
  ___Reading ___Science ___Art
  ___Writing ___Health ___Music
  ___Math ___Social Studies ___P.E.
____Self-esteem, confidence and positive feelings promoted
____Meaningful, hands-on experiences
____Centers
  ____Listening ____Dramatic Play ___Blocks
  ____Writing ____Manipulatives ___Computer
  ____Topical ____Language Arts ___Book Corner
  ____Art ____Woodworking ___Sand/Water

PROFESSIONAL ENVIRONMENT

____Participates in staff development activities
____Parent communication and involvement evident
____Observation-based assessment
____Appropriate lesson planning
____Portfolios in use
____Evidence of preparation of classroom environment
____Use of WUKSI screening instrument
____Appropriate recording strategies
____Positive work habits promoted
____Models an enthusiasm for learning

COMMENTS: √ - INDICATES EVIDENCE SHOWN THROUGH OBSERVATION AND/OR DISCUSSION
N/OB - INDICATES NOT OBSERVED BUT MAY BE OCCURRING

SIGNATURE__________________ BASE:___________________ DATE:________________

LEARNING MATERIALS

- Materials are interactive, engaging the child in activity.
- Materials are age appropriate, a combination of open-ended, multi-use materials and realistic props.
- Materials are safe, non-toxic, and large enough not to be swallowed.
- Large equipment such as tables, shelves, and dividers should be solidly made and neutral in color.
- Floor coverings should be easy to clean, durable, and comfortable in areas where floor activity is encouraged (blocks, language).
- Real items are supplied whenever possible.
- Materials are non-sexist, non-stereotyped (books that depict males and females in non-stereotypical ways).
- Materials match the developmental capabilities of the children and are complex enough to challenge yet not frustrate the child.
- Materials reflect a variety of cultures and lifestyles.

BEST COPY AVAILABLE

- The following list is representative of the types of materials and equipment which enhance development and learning at this age.

- Art materials
    - easels
    - paint
    - variety of types of paper
    - crayons
    - chalk
    - child scissors (left and right handed)
    - magic markers
    - clay and play dough
    - plexiglass panels
- Writing implements (pencils, markers); computer and printer (refer to appendix for district position statement on computers).
- Pictures and photographs that depict a range of human feelings and show people within the context of daily living; real/nonreal; animals and their homes, etc.
- Books
    - wordless picture books
    - picture books with minimal text for younger children; increasingly complex text for older children including chapter books to be read to kindergarten children
    - books that extend children's knowledge and encourage positive attitudes relative anti-bias topics
    - science reference books with colorful illustrations
- Gross/Fine Motor equipment
    - Balance beam (6" wide)
    - Steps for climbing
    - Balls and beanbags
    - Manipulative materials (legos, table blocks)
    - Templates for tracing
- Miscellaneous
    - Animals and cages (guinea pig, hamster)
    - Anti-bias materials (poster, pictures that depict diversity in race, ethnicity, gender, abilities and occupations)
    - Aquarium
    - Balance scale
    - Discrete counters, cubes, connecting links, linking cubes
    - Dress-ups that encourage nonstereotypic, increasingly complex play themes (clothes, shoes, hats, bags, etc.)
    - Dolls (varying in race, gender; "newborn" dolls)
    - Flannel board and flannel board characters
    - Food preparation equipment, simple recipes for children to prepare
    - Full length unbreakable mirror
    - Hollow blocks for dramatic and constructive play
    - House corner equipment (small table, chairs, sink, stove, refrigerator, doll bed and storage shelves)
    - Household props (bottles, cooking utensils, empty food containers)
    - Listening center with tape recorder, phonograph, headphones, audiotapes and records
    - Live plants
    - Magnifying glasses, prisms, magnets

Meaningful picture/word labels on objects in the prekindergarten and kindergarten classroom. (Refer to appendix for samples)
Measuring tools (measuring cups, spoons, rulers, yarn)
Puzzles including those that involve sequencing actions and objects
Puppets that provide a range of human characters varying in age, race ethnicity, gender, ability; animal puppets
Prop boxes for thematic play (beach, grocery, restaurant, medical)
Sand and water
Woodworking table, real child size tools, wood scraps, nails, screws, goggles for eye protection

ADULT INTERACTIONS

- Interact with children in a warm nurturing manner
- Respond sensitively to individual cues from children
- Enhance and protect children's self-concept
- Maximize children's involvement with the physical environment
- Facilitate social interaction skills
- Individualize curriculum to meet varying needs and abilities of children
- Respect and foster appreciation for diversity among children and families
- Provide an environment that encourages exploration, experimentation, and problem-solving
- Accept and involve all families
- Self-evaluate and modify own teaching behaviors

Interactive Learning Areas

Dramatic play

This area is where role play, pretend play and dramatization built upon real life and literature based experiences occurs. It includes materials such as puppets, child-size housekeeping furniture, dress-up clothes, real nonworking telephones, food containers, plastic food, pots and pans, dolls, and baby care items such as bottles, blankets, and cribs. Materials encourage play by both genders. Newly added materials modify and extend the role play. (Refer to appendix for samples)

Blocks

This area offers opportunities for construction and dramatic play. As children build, they are exploring and refining concepts such as mathematical problem solving. Materials included in this area are unit and hollow blocks and block play accessories, including small trucks, cars, people, and animals. This area may also be used for group meetings. (Refer to appendix for samples)

Sand and Water

Sand and water play involve sensory exploration, as well as conceptual development (conserving quantity). A sand and water table may include a variety of funnels, containers, shovels, sponges, and other items to encourage exploration and experimentation with the substances. (Experiment with other substances such as cotton, styrofoam, dirt, snow, birdseed, etc.)

Expressive Arts

This content area provides the opportunity for children to manipulate various forms of art and music media in an open-ended way, allowing for both process-oriented and product-oriented activity. One or more easels are a mainstay of this area. Items such as crayons, markers, chalk, paint, paper, scissors, clay, dough, and instruments are found on open shelves. (Refer to appendix for nontoxic supply considerations)

Table Toys and Manipulatives

Play with puzzles, small interlocking toys, lotto games, table blocks, and board games foster the development of fine motor skills, problem solving, eye-hand coordination, and beginning understanding of rules.

Books, Listening and Writing Center

Though language and literacy development occur throughout the classroom, a specified place for books, tapes, and records is necessary. A quiet area of the room, soft cushions, display shelves for books, tapes, records, tape recorder, record player, and headphones are requirements. In addition, this area affords children opportunities for solitude. Tools for writing may include paper, pencils, markers, and notebooks for journals.

Discovery

The purpose of this area is for children to explore mathematical and scientific concepts related to their world. Attribute blocks, tools for measuring, pegboards, pets, plants, and objects from nature are some of the items found in this area.

Outdoor Play

This area encourages the development of gross motor skills and provides opportunities for exercise and additional environment for social play. Indoors there is ample space for climbing equipment, balance beams, ball and beanbag games, small trampolines, and crawl through toys. Outdoor play areas often include similar items as well as a sand box, swings, riding toys, and materials for dramatic play. All materials conform to safety standards for young children.

TRANSITIONS: THREE TO SIX YEARS

Transitions for young children occur at two levels: movement from one activity to another within a familiar environment and movement from a familiar to a new and different environment. Both require careful planning and cooperation among adults to assure smooth and positive transition experiences for the children.

Movement from one activity to another within a familiar environment
Adults prepare smooth transitions for children by carefully planning the time, space, and materials. Time schedules are flexible and dictated primarily by children's interests and needs. There is a predictable set of routines and a sequence to each day which provide a sense of security and the ability to anticipate what is next. Although varied materials and activities are made available, basic routines provide both a sense of continuity and smooth transitions. Children are guided in transitions by adults' consistent signals, cues, or verbal directions. Adults promote increasing self-direction and independence for each child, supporting and assisting only as necessary. Older or more experienced children may assist young children with transitions.

Movements from a familiar environment to a new and different environment

Adults assist children in their transition needs as they move from one grouping or program to another each day (home to school, prekindergaten to afternoon day care, toddler group to prekindergarten group, or prekindergarten to kindergarten).

Adults prepare children for transition by
- visiting the child at home
- having the child visit the new program, group, or building
- introducing the child to staff and children
- discussing and practicing routines
- discussing child's anticipations
- listening and responding to child's fears
- encouraging independence and a sense of responsibility

Adults provide communication between staff at different programs or buildings by
- visiting settings to observe and become familiar with programs
- meeting, phoning, or writing the parents about specific family or child needs or interests
- sharing relevant information or providing resources for families and teachers

Adults provide continuity in program content, environments, and adult strategies through

- using guidelines for developmentally appropriate practice to assure a set of expectations for the next predictable set of expectations for the next environment
- preparing children for the next environment
- informing families through conferences and visits of expectations for subsequent programs and environments
- working with families and staff cooperatively to prepare children for transitions to new environments

DEVELOPMENTAL CHARTS AND VIGNETTES

3-6-YEARS

COGNITIVE DOMAIN

GOAL	PROCESS
Representational thought	Think about things not present
	Remember information, events
	Use sensory information to identify objects not present
	Express ideas and feelings
	Construct imaginative play themes
	Tell imaginative stories
	Respond to things that are not as they are expected to be (giraffe with trunk)
	Distinguish between real and pretend
	Reflect on own thinking

Vignette

Dramatic Event

The teacher reads the book Caps for Sale to the children during group time and then has the children dramatize the story.

"Caps for sale! Caps for sale! Fifty cents a cap," a little blonde-haired girl calls out as she adjusts a pile of assorted hats from the dress-up corner. They are sitting askew on her head.
Grinning at her, perched on a row of chairs, are seven little monkeys just waiting for her to rest under their tree so they can grab the caps.
"You monkeys. You give me back my caps!" she yells and shakes her fist at them.
They counter, "Tse, tse, tse, tse" shaking their fists right back in an imitative fashion.
A little girl from Poland who speaks no English smiles from underneath her cap, as does he boyfrom Brazil and the girl from Germany.

.Slobbodkina, Esphyr. *Caps for Sale.* (New York: William R. Scott, Inc., 1957)

LEARNING EXPERIENCE

- Group conversation around shared experiences
- Dramatic play involving role taking, pretending with props and in the absence of props
- Creative dramatics
- Familiar stories dramatized
- Puppetry
- Commercial and hand made puppets to enact stories
- Story telling, creating a story text for pictures
- Literature to facilitate imaginative thinking
- Simple riddles and jokes
- Longer books read to children over period of time
- Ideas represented through models, graphs, and pictures
- Long-term extended projects and units

ADULT INTERACTION

- Respect children's ideas and feelings
- Encourage children to share their ideas and feelings with other children
- Pose questions designed to encourage thinking and justification of thinking
- Engage children in conversations about relevant events, thoughts, and feelings
- Engage children in recall of past events, prediction of what will happen next
- Involve children in identifying what will be learned (when developing a unit theme for study)
- Encourage children to explore ideas over time

Vignette

Storytime

A group of four-year-old children sit down to hear the story Farm Morning, a narrative written from the perspective of a father and his young daughter as they do farm chores early one morning. Their teacher planned for a dramatic play event, using the book as an introduction to farm animals. However, the activity quickly becomes redirected by one little boy who asks, "Where is the mommy?" Another child responds with concern. "Maybe her mommy and daddy are divorced." The teacher responds by facilitating a lively and important discussion on divorce.

McPhail, S. *Farm Morning.* (New York: Harcourt, Brace, Jovanovich, 1985)

3-6 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
General	Explore with all senses, pursue curiosities Develop comfort with and appreciation of natural and physical world Make decisions given choices Observe carefully Attend to activity, task Try out ideas, experiment using different stategies, invent Make comparisons (light, heavy) Discover attributes of objects, how things work Relate cause to effect, interpret and generalize Communicate observations about events, actions, ideas; justify conclusions Ask questions Generate ideas, predict Perceive self as a successful learner and problem solver

Vignette

Making Bread

"Flour is everywhere! It's puffing through the air. It's like flour clouds!" So says a hard-working kindergartner, wiping off, but adding to, the flour on her nose.

"See if you and your partner can measure out two cups of warm water and pour it in the flour bowl, please," the teacher asks. "Now, take the little yellow packet. Does anyone know what that is?" "I do. It's one of them Wipe-Dipes for cleaning baby sisterswith," a little one replies.

Chuckling, the teacher adds, "That's a good guess, Marianna. Actually, it's called yeast. It puts air in bread. Open the yeast and put it in the bowl. Stir!"

"It's flying out in the air again!" says a powder face, "and...it's turning into play dough!"

"This stuff is better than play dough," adds Kim, "but when does it turn into bread?"

LEARNING EXPERIENCE

- Experiences in such areas as
  - growing or life (plants, animals, people)
  - physical environment (wind, water, sound)
  - function of objects
  - actions on objects (move, roll, float)
- Change in properties (heat, cool, combine)
- Care and respect for one's immediate environment
- Simple teacher initiated and child initiated experiments and experiences with interesting, observable outcomes
- Group conversations in which children share ideas and observations, make predictions, relate causes to effect, interpret, conclude
- Creative movement and science (move like animals)
- Language experiences linked with science (dictating observations and guesses, beginning writing linked with observations)
- Math and science (making collections of natural materials, counting "how many graphs to describe observations or comparisons, measuring objects
- Trips to observe and explore the outdoors
- Conservation experiences (practicing conservation of resources in the classroom and immediate outside environment)

ADULT INTERACTION

- Respect children's ideas ("That's one idea we could try.")
- Emphasize experiences over facts
- Choose activities in which the child is the initiator rather than the observer of action
- Ask "What if?" questions
- Encourage children to focus on observable changes
- Encourage children to pursue their curiosities in play for increasingly longer time periods

Vignette

Attributes

David, age four, is playing with a set of attribute blocks. There are four colors, seven geometric shapes, two sizes, and two thicknesses represented. He is busily fitting together the various pieces when he exclaims, "These six triangles make a hexagon!" He continues to fit the triangles together and pull them apart to test his discovery. He then begins to experiment with other shape combinations.

Vignette

Gerbil Cage

Paul has pulled different unit blocks from the shelf and proceeds to build a structure. Inside the structure he creates dividers.

"Can I get our gerbil out? I've made a house for her," Paul asks the teacher.

"The gerbil is tiny and quick. Are there any places the gerbil might escape?" the teacher asks. Paul reexamines the structure, looking from many different angles. He begins to take more blocks to put across possible holes. Laura has been watching with interest.

"The walls need to be higher or the gerbil will jump over them," Laura interjects as she proceeds to stack a second tier on the narrow edge. As she proceeds, she knocks over some blocks.

"That won't work!" Paul yells. "The blocks could fall on the gerbil."

The teacher interjects, "How could we make it safe for our gerbil?"

The children continue to move the blocks around. Laura suggests that the clear plastic gerbil ball would be safe. The children decide to do that, but discover the ball doesn't have enough space. After several attempts at rearranging the blocks, the children create a pathway for the gerbil.

VIGNETTE

Rock Exploration

After reading Byrd Baylor's Everybody Needs a Rock to the class, the teacher shares a rock collection with the children. The children are busily examining the rocks with magnifying glasses. The teacher asks, "What do they feel or look like to you?" As the children answer, the teacher writes down their responses on a chart.

"This one has shiny mirrors on it," one little girl exclaims.

"This one is smooth like my Grandma's worry stone."

After several more descriptive words, the teacher suggests that they might classify the rocks by the way they feel.

Later that day, a letter is sent home to parents explaining about the rock unit the children will be participating in. It asks for parents to assist their children in searching for rocks around their home or neighborhood to share with the class.

Baylor, B. *Everybody Needs a Rock.* (New York: Scribner & Sons, 1974)

3- 6 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	**PROCESS**
Mathematical knowledge	Put objects, events, actions into all kinds of relationships
Prenumber	Explore and identify spatial relations of position size, and quantity
	Construct designs or pictures with a collection of items and develop simple and complete sorting skills
	Serialize objects (put in size order) with one or two dimensions or characteristics
	Identify, copy, create, extend, and insert into patterns (linear, three-dimensional, motor, auditory, literature)
Formal numbers	Explore sequence, cardinal and ordinal number properties
	Explore how much and how many with continuous quantities such as water and sand, and with discrete quantities such as individual objects or counters
	Construct and compare sizes of sets
	Describe relations that are equal or the same and relations that are not
	Use numbers to solve problems (how many more crackers do we need)
	Explore parts to whole relationship
Geometry	Identify and sort geometric shapes
Time	Perceive sequenced events in time
	Describe experienced events in the immediate past, future
	Describe experienced time in terms of first, last; before, after; earlier, later
	Compare events, objects along a time dimension
General	Formulate and solve problems from everyday and mathematical situations
	Talk about mathematical concepts

LEARNING EXPERIENCE

- Experiences in such areas as
    - classification
    - creating patterns
    - ordering
    - part or whole
    - spatial relations
- Experiences in numbers
    - beginning concepts of fractions
    - conserving quantity
    - counting
    - establishing sets
    - informal addition and subtraction
    - same or different
- Shapes in the classroom and outdoors
- Focusing language experiences on when things occur
- Activities that focus on using concrete daily experiences of the child as a basis for developing math concepts and problem solving (how to share a snack equally)
- Block play in which children use geometry, number, elementary physics
- Collecting leaves in fall and then classifying them in ways determined by the children; older children may describe their observations using graphs
- Making play dough and then dividing into equal amounts for use by children

ADULT INTERACTION

- Accept children's answers as correct for their stage of thinking
- Encourage children to observe objects and events in their everyday environment
- Provide children with many materials for manipulation and experimentation
- Model language for describing comparisons and relationships ("These are all the same.")
- Ask questions related to "how many" "how much" "do we have the same"
- Model vocabulary for fractions ("you have half")
- Call attention to naturally occuring shapes in the environment
- Call attention to the order of events, encourage children to recall past events and anticipate future events
- Use words such as "now," "before," and "after"
- Encourage children to solve problems using varied strategies (observing, questioning, manipulating) and to communicate findings
- Encourage group discussions about concepts related to logical and mathematical knowledge

3 - 6 YEARS

COGNITIVE DOMAIN CONTINUED

GOAL	PROCESS
Social knowledge	Be aware of self, family, and community Be aware of physical environment; natural world Be aware of work world Be aware of the function of calendars and clocks for representing time, measuring instruments, tools for experimentation, communication Be aware of the roles and expectations in prekindergarten and kindergarten

Vignette

Preparing for a Tornado Drill

The children enthusiastically gather around the teacher. She has made a Tornado tube, two two-liter soft drink bottles, connected at the top with a plastic screw on the tubes. One bottle is two-thirds full of water. When the teacher turns the bottle with the water on top and moves it around in circular motion, a vortex of water is formed, creating a water tornado. The children squeal with delight while watching the tornado. They can hardly wait to try it themselves. The teacher passes a couple of the bottle tornado makers around so that all the children have a chance to experiment with how to make the circular motion and create their own tornado. The teacher explains that these tornado makers will be in the room for the children to use at any time. As the children are experimenting, the teacher looks at the spinning water and asks what it looks like.*

One child says, "like a record player spinning." Another says, "it's like a drill," and another says, "like one in the Wizard of Oz." The teacher comments, "My, you have so many ideas and they are wonderful, so let's write them down so we will remember them." She encourages children to draw with colored markers what is happening on the experience chart. One child explains that the Wizard of Oz is scary and several others chime in with their feelings. The teacher says that a big wind like that can be scary and, like Dorothy, we would want to protect ourselves.

The teacher then asks, "Do you know what a turtle does when he is scared and needs protection?" One child immediately starts to curl up in a ball, pulling her legs and arms in close to her body; others follow and some just watch. "That's right. Let's see if we all can do that." The teacher helps each child curl up inside an imaginary turtle shell. "If a big wind came near our school, we would go to the basement and pretend we were turtles and protect ourselves. Why don't we go down to the basement today and practice being safe."

*(Source for Tornado Tube: *Division of Burnham, Assoc. Inc., 26 Dearborn St., Salem,* MA)

Young children need a secure encouraging environment if they are to experience success in school. A developmental program views learning as a dynamic, on-going process which capitalizes on what children can do and recognizes that parents and teachers must work together in order to provide a positive learning environment. Regular communication between the home and school environments is crucial to childrens' success in school. The following pages contain suggestions, sample newsletters and other helpful bits of information that should serve as a guide to successful home/school interactions.

RESPONSIBILITY OF A PROGRAM TO PARENTS

The responsibilities implicit in caring for another person's child include the following:

- The baby's health, safety, and general welfare will be the first consideration of the care giver.
- The care giver's concern extends beyond maintenance or custodial care of the baby to include meeting the child's social and emotional needs and providing interesting learning experiences.
- Care giving practices will be consistent and reliable; that is, they will not change drastically from day to day. Major changes will be discussed and agreed upon by parents and care giver.
- The care giver will make an effort to find out as much as possible about the baby and how he or she is taken care of at home. In so far as possible the care giver will try to care for the baby in ways similar to those used at home, considering that the situation is different and the individual care giver may have a different style than the parent.
- The care giver will remember that the parents have the major responsibility for the baby and should be the decision makers.

Source: Willis, A., Ricciuti, H. A Good Beginning for Babies: Guidelines for Group Care. Washington, D.C., 1980, page 15.

SUGGESTIONS FOR WORKING WITH PARENTS

Let parents know your goals, philosophy and expectations. This may be done during a conference or through a newsletter or handbook.

FIND OUT WHAT THE PARENTS WANT FOR THEIR CHILD

Invite parents to help in the classroom, join in field trips, make materials or send supplies. Welcome them to be involved in a way they feel comfortable.

Let parents know about the great things their children said and did. Send praise notes or make positive telephone calls frequently.

Communicate with parents often. Use bulletins boards, letters, forms for parents to return, a notebook that children can carry between school and home daily, informal chats, meetings, conferences, home visits, etc.

Remember parents may have obligations and situations that are more important than your expectations.

ERGARTEN
PREKINDERG

BEST COPY AVAILABLE

EARLIER IS NOT BETTER

Many parents are concerned when their children aren't learning letters and numbers. They feel that ditto sheets and homework in preschool programs will prepare their children for elementary school.

We could give your children workbooks. We could make them memorize the alphabet. We could drill them. We could test them. But we know that if we do, our children are going to lose something very important.

If children haven't been given time to play, they won't have explored objects enough to know what words mean.

Children who are rushed into reading and writing too soon miss important steps in learning and may suffer later on because they lack the foundation they need for using language. Children who are taught to read in preschool may be able to sound out and recognize words, but they may also have little understanding of what they are reading. If they haven't been given time to play, they won't have explored objects enough to know what words (like hard, harder, hardest) mean. If they aren't allowed to string beads, button, dress up, cut, paste, pour, & draw, they won't develop the small muscle skills they need for writing.

Because math involves more than memorizing facts (like 2 + 2 =4), because it involves logical thinking, children shouldn't be pushed into paper and pencil arithmetic too soon. To acquire the foundation for logical thinking, children need many opportunities to count objects, sort them into piles, and add some to a pile and take some away. It is by playing games like these that they will learn to truly understand addition, they will learn to truly understand addition, subtraction, division, and multiplication.

Without these concrete experiences, children may give correct answers but probably won't understand what they are doing and why.

Worst of all, if children are rushed into academic subjects too soon, they may lose their enthusiasm for learning and lose their sense of themselves as learners. If children are told what to learn and memorize by the teacher, they may become more passive and dependent learners, and be less excited about learning something new. Children who are given plenty of time to play, however, learn to ask their own questions and figure out their own answers. They are responsible for their own learning. They see themselves as explorers, discoverers, problem solvers, and inventors.

Excerpt from: A Parent's Guide to Early Childhood Education, Diane Trister Dodge & Joanna Phinney, Teaching Strategies, Inc. P.O. Box Washington, D.C. 20015. $1.75

Dear Parent:

Your junk may be our treasure! The following list includes some of the materials we use to enhance your child's learning throughout the year. We would really appreciate it if you'd send along any "treasures" you have for our room.

- fabric, trim
- newspapers, catalogs, magazines
- assorted cans, plastic containers, bottles, etc.
- buttons, spools
- road maps
- shells
- lids, bottle caps
- keys
- nuts and bolts
- seeds
- floor tiles
- wallpaper books and pieces
- beads
- paper rolls
- old socks
- egg cartons
- aluminum plates
- wood scraps
- coat hangers
- boxes — all kinds
- old cutlery
- muffin tins
- old pantyhose
- measuring spoons and cups
- popsicle sticks, tongue depressors
- old radios, clocks, small appliances
- old costume jewelry
- old clothing for dress-up
- posters — travel, grocery store, etc.
- old greeting cards
- pipe cleaners

© Addison-Wesley Publishing Company, Inc.

Dear Parent,

Throughout the year, we will be writing to you to share information about our program and to give you some suggestions of things to do at home that will help your child learn and grow.

When you visit your child's classroom, you will see that it is arranged by interest areas. There are areas for blocks, table toys, and books; an area for dramatic play and for sand and water play, and a science/math area. The classroom is set up this way for two important reasons. First, it helps the children decide where they want to play and which materials they want to select. Second, it provides smaller, well-defined spaces that appeal to young children and help them feel secure. In this type of learning environment, children can move at their own pace, learn to make appropriate choices and experience success as they use a wide variety of materials.

The shelves in our classroom are all at the children's eye level. The children can independently select the materials they need and return them when they are finished. The labels on the shelves and on the storage bins help children learn where each toy belongs and is a forerunner of understanding symbols.

You can use some of the same ideas in arranging your child's home environment. Here are some suggestions:

- Set up a low shelf in your child's room (or play area).
- Place toys on shelves (instead of in a toy box).
  It makes it easier for your child to find what he or she needs.
- Toys with small pieces, such as Legos and beads, can be taken out of their original boxes and stored in sturdy cardboard boxes or plastic bins. Picture labels can be attached to the storage boxes to help your child organize toys.
- Help your child figure out a way to store their toys so they are readily available; for instance, books on one shelf, puzzles in one area, and dress-up clothes in another.

Your child will benefit most from preschool when we all work together. We welcome your ideas, questions and involvement in our program.

Dear Parent,

The most important way in which you can help your child become a reader is to read books together every day. A rich supply of good children's books readily available every day will encourage your child to love books and want to read. The public library is a wonderful resource for families with young children.

Another way in which you can prepare your child for reading and writing is to help your child understand the relationship between the spoken word and what is written on paper. One way we do this at preschool is to write down your child's dictated stories, word for word. The stories are then read back to the children often as part of our group activity. You can do this at home as well. Point out that writing always begins on the top left side of the page and that the words move from left to right. Move your finger along under the words as you read. Point out the words that recur in the story and show how they are alike by outlining their shape. Let your child draw pictures to illustrate it.

As you read with your child, he or she can learn to love books and stories, recall events in a story and be able to repeat them, recognize that written marks on a paper represent spoken words and ideas and to listen to and understand a story.

When we read to children at school, we encourage them to ask questions, repeat interesting phrases, fill in rhyming words, and tell us what they think might happen next. We also ask questions that help children extend their thinking as they use books. For instance, "Do you think real boys and girls can sometimes sprout wings and fly as the children did in this story?" or "What do you think is going to happen next?"

Reading to your children can provide joyful and quiet times and encourage lifelong learning.

Dear Parent,

Creating with art materials is exciting for children. At school, children are given daily experiences with paint, play dough, gluing, cutting, and drawing.

Being able to create a picture or design satisfies a child for long periods of time. Creating collage designs is a good activity to provide your children with at home. The necessary materials are minimal: paper, scissors, and glue to make a collage. Other items such as scraps of yarn, pieces of tinsel, colored wrapping paper, scraps of cloth, cellophane, or fabric pieces in a box can provide children a variety of materials to create collages.

When we do art activities at school, we talk with the children about what they are doing. We often write what children dictate to us and read it back to them. We ask open ended questions that encourage them to talk about their ideas and feelings. For example, we might say:

> "Tell me about your picture."
> "Look what happened when you mixed the two colors."
> "Which paper should we hang up?"

We also talk about what the children have done with the art materials. For example:

> "You filled up the whole paper!"
> "You spent a long time playing with the play dough."
> "I can see you really like using the red paint today."

You can try some of these ideas with your child. Working with art materials at home can be enjoyable for both parents and child.

Dear Parent,

Blocks are not only fun to play with but children learn many concepts from their hands-on experiences with them. Children learn about sizes and shapes, spatial relationships (critical for learning to write), math concepts, and problems solving (critical in future schooling). In addition, children learn to interact with other children and expand their creative abilities.

By playing with blocks, our child can learn the following:

- judge distance, space and physical relationships.
- create structures to represent scenes.
- develop eye-hand coordination and small muscles.
- compare and sort.
- describe what he or she has made.

When children use blocks in the classroom, we encourage them to talk about what they're doing. We often write down what they say and read it back to them.

We ask questions that encourage them to talk about what they are doing. We might say:

- "Tell me about your building."
- "How did you decide to put those blocks together?"

As young children move through the preschool years they move from laying blocks on the floor or carrying them around to building complicated structures. It is important that children move through these stages. As adults we can encourage them by providing them with blocks and showing our interest in what they do.

A common question from parents is, "But all my child is doing is playing." The first five years of life children move through stages quickly. Not only do they master walking, eating, and toilet training, they also must master understanding and using a difficult language, getting along with others and learning complex concepts that will be critical in the future to reading and writing. Because as parents, we are concerned about our children's success, sometimes we want to rush the steps. Children can be taught to memorize symbols and facts; however, when children have been studied over time, the most critical factors to later success is the child's feelings about themselves, their enthusiasm for learning and understanding of the world around them.

That is why we emphasize play and hands-on experiences. Not because we think your child can not memorize, but because there are other more important issues for preschool children to learn.

Dear Parent,

The table toy area at preschool gives children an opportunity to develop many skills. Children develop eye-hand coordination (important for writing), learning comparative concepts, and increase their attention to tasks.

By playing with table toys, your child can learn the following:

- to notice how things are the same and how they are different.
- to sort and classify things according to their own categories.
- to judge distance, direction, right and left, up and down, and height.
- to tell you about an activity and what is happening.

When children use table toys, ask them to talk about what they're re doing. You might ask questions such as:

> "You grouped all the bottle tops by color. Can you put them together any other way?"
>
> "You picked out all the pegs that are the same. Can you tell me how they are the same?"

Items for the table toy area do not need to be expensive. Often everyday items can be used to sort and classify such as sea shells, leaves, and beads. Puzzles can be made from gluing magazine pictures on poster board and cutting out pieces.

Dear Parent,

I am so excited about being the one to care for your child. Infants and toddlers grow and change on a daily basis, so there will be special moments that you will miss during the time I am with your child.

I feel a deep commitment to share these areas of growth with you, so I will record each of these special events in a journal and present you with a Happy Gram to share with family and friends. It will be a special journey you and I will be on; caring and enjoying this wonderful child of yours.

Sincerely,

happygram

I am happy to announce that

____

has learned to

____

AND WE ARE PROUD!

____
date

____
signed

Permission is given to reproduce this page for student use © 1988 Oklahoma State Department of Mental Health, Prevention Section

EFFECTIVE USE OF PARAPROFESSIONALS IN THE CLASSROOM

RESPONSIBILITIES OF TEACHERS TO PARAPROFESSIONALS

- To exert active leadership and guidance to build a team of coordinated helpers.
- To create an atmosphere in which paraprofessionals feel accepted and motivated to perform effectively.
- To provide ample structure and direction so paraprofessionals know what is expected of them.
- To hold an orientation session with new paraprofessionals to discuss program goals, procedures, policies, and what to expect of children with special needs.
- To plan work in advance of the workday and to build variety into the tasks paraprofessionals are assigned to perform.
- To provide adequate information so that paraprofessionals can carry out their tasks and to provide feedback so they know that you know how they are performing.
- To have on hand the resources paraprofessionals will need to carry out assigned tasks; to show them where to find materials, how to set up an activity, and how to operate any special equipment; to make known any restrictions or special needs necessary to accommodate particular children.
- To assign tasks within the range of competency of a paraprofessional while providing increased responsibility and autonomy as performance indicates increased competence.
- To provide opportunities for regularly scheduled meetings between the teacher and the paraprofessional. Such meetings will allow for adequate planning and avoid waiting for a crisis to force communication.

ESTABLISHING TEACHER - PARA RAPPORT

- Focus concern on the welfare of the children is our foremost concern.
- Respect the teacher's position.
- Never intentionally put the teacher on the defensive.
- Be supportive of the teacher.
- Be willing to share classroom duties.
- Be willing to be included in the planning.
- Work with the teacher in a friendly but serious way.
- Try to get to know your teacher as a person, not just a teacher.
- Be a good public relations person for your teacher, your program, and your school.
- Maintain a professional attitude.
- Maintain a good sense of humor.
- Be able to offer suggestions.
- Be loyal.
- Avoid complacency.

In order for an Early Childhood Program to be successful, the teacher and staff must work together as a team. If problems occur among staff members, they need to be solved before they become insurmountable. Here are some suggestions:

DEALING WITH PROBLEMS WHEN SUPERVISING OTHERS

- Set up a meeting to discuss the problem. Say, "I'm frustrated when I don't get the help I need. Let's set a time to discuss ways to help with my problem." The "I-message" promotes two way communication, doesn't point blame or make the other person become defensive.
- Start and end the meeting with positive statements about what the person does well.
- Brainstorm solutions to the problem. Continue to use "I-messages". Make an action plan. Write down who will do what and when.
- Set another meeting time to evaluate the plan.
- When the plan is in effect, give the person feedback about what is being done well or where improvement is needed.
- If the situation does not improve, meet with your supervisor to discuss the problem and your plan. Ask for suggestions and support.
- When the situation does improve, let the person know what is being done well.

Saifer, Steffen. Practical Solutions to Practically Every Problem. Toys 'n Things Press. St. Paul, Minnesota, 1990.

Another easy technique for organizing a face-to-face evaluation conference is for the teacher to list a select few behavioral descriptions under the following three focal areas (adapted from Harrison, 1978):

- If you would increase or do more often the following things, they would help our performance.
- If you would decrease or stop doing these things, our performance would be better off.
- To help maintain good performance, keep doing these things much the same as you have been doing.

Another easy technique...

REMEMBER! WHEN THE STAFF WORKS TOGETHER EFFECTIVELY, ALL CHILDREN REAP THE BENEFITS OF A QUALITY PROGRAM.

INSTRUCTIONAL PARAPROFESSIONAL, PREKINDERGARTEN, EARLY CHILDHOOD EDUCATION

Instructional Paraprofessional, Prekindergarten, Early Childhood Education: Is responsible to the building principal, Coordinator of Prekindergarten Programs and to the classroom teachers, for assisting in instruction and supportive services in the Prekindergarten Program.

Responsibilities:

1. Assist the teacher by reading stories, leading finger play activities, singing songs and other classroom activities.
2. Prepare classroom materials, bulletin boards, etc., as requested by teacher.
3. Encourage and assist children during free time and center activities.
4. Supervise children in bathroom and halls, on play equipment and on the playground.
5. Assist with general classroom management and positive discipline.
6. Assist with snack and mealtime activities, while facilitating nutrition education.
7. Follow program specific guidelines in order to meet compliance requirements (BOE, Chapter I, Head Start).
8. Perform other responsibilities as assigned by the teacher and/or the Coordinator of Prekindergarten Programs and building principal.

NOTE: Advancement from Range II to IV is limited to one range per year, provided the criteria specified in the career ladder are met. The same job description is applicable to Prekindergarten Instructional Paraprofessional II, III, and IV.

AN EXTENDED HAND: DEVELOPING A FEELING OF WORTH - REGARDLESS OF THE TASK

- Remember that all tasks have dignity when they are in the interest and education of children.
- Be aware of the goal and purpose for each activity that you conduct.
- Each task assigned is a necessity and must be accomplished to meet the goal.
- Accomplish each task as you and the teacher feel it will best help the child attain his/her goals.
- Do each task with enthusiasm.
- Seeing a child succeed in a task is a wonderful feeling; you succeed when the child succeeds. Children should have the right to fail without feeling put down. Many tries are needed to learn new skills.
- Develop a positive attitude in the student by your interest and enthusiasm in the activities. You are a model and example for the child.
- Try different presentations and styles of instruction. It will help your attitude and peace of mind if you are creative in the pursuit of your goal.
- Believe in your own individual potential. Your motto should be: "I AM AN IMPORTANT PERSON."
- Remember that each child is an important, unique person, too.
- Reward yourself with a task you enjoy after you do a less pleasant task.
- In education, there are no menial tasks, but there may be some boring ones. While engaged in these, you may find it helpful to engage in creative thought in order to take boredom out of the task.

CHILD INTERACTION GUIDELINES FOR PARAPROFESSIONALS

- Create a pleasant atmosphere. Tense children cannot become effectively involved. Help them feel comfortable by being warm and enthusiastic. If you relax and enjoy yourself, the children will feel this and follow your example.

- Use your voice as your assistant. A soft, confident voice elicits a child's attention more quickly than a high or loud one. First, gaining eye contact with a child and then speaking directly and softly to him or her will be more effective than shouting across the room.

- Be positive. Instead of saying, "Don't spill your milk," it is better to say, "Hold your glass with two hands." "Good builders put their tools away carefully" is a better statement than, "Don't throw your tools."

- Use labels for jelly jars, not for children. Labels and phrases such as "naughty boy" or "bad girl" make children feel ashamed and unworthy. Children with these feelings car not learn.

- Keep competition out of the classroom. Nothing is to be gained from fostering competition among young children. Discourage children when they say, "I can draw better than Susie" by saying "Each can draw in his or her own special way."

- Offer choices for choosing. When it is time to clean up, do not ask the children if they want to clean up. Instead say, "It is time to clean up now." If you do not intend to accept no for an answer, do not give them a choice. Give them a choice only when you really want them to choose.

- Encourage sharing. Preschool-aged-children are just learning to share. If they are playing with something, in their minds the toy belongs to them at that moment. Children should be encouraged to ask if they can have a turn and to tell others when they are through playing with something.

- Keep your eyes on the children. Children must be within the visual range of supervising adults at all times. They need and deserve alert supervision, which is not possible when the responsible adult is engaged in adult conversation. If too many children are entering any one play area, then some must be redirected to other areas.

- Do not dominate children's activities. Children should be allowed to use their active imaginations as they experiment with ideas and materials. Unless you are teaching a specific lesson, stay in the background with supportive but not suppressive comments.

- Prevention is perfect. Be alert so you can redirect behavior that can become a problem. Remember that children should not be allowed to hurt themselves or others.

This document would not be complete without a section devoted to the importance of appropriate assessment techniques for young children. A review of literature and district guidelines led us to the decision that the following excerpt from the NAEYC position statement entitled "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8" and published in ***"Young Children"***, March 1991, speaks clearly and plainly regarding the subject. This portion begins on page 32 of the magazine and ends on page 34.

ASSESSMENT

GUIDELINES FOR APPROPRIATE ASSESSMENT

Assessment is the process of observing, recording and otherwise documenting what work children do and how they do it as a basis for a variety of education decisions that affect the child. Assessment is integral to curriculum and instruction. In early childhood programs, assessment serves several different purposes: (1) to plan instruction for individuals and groups and for communicating with parents, (2) to identify children who may be in need to specialized services or intervention, and (3) to evaluate how well the program is meeting its goals.

The following guidelines first address the primary use of assessment: for planning instruction and communicating with parents. Guidelines for screening and program evaluation follow. (For additional information on the topic of assessment, see also NAEYC's Position Statement on Standardized Testing of Young Children (NAEYC, 1988) and Unacceptable Trends in Kindergarten Entry and Placement (NAECS/SDE, 1987), and Kamii (1990).

Guidelines for planning instruction and communicating with parents. Assessment of children's development and learning is absolutely necessary if teachers are to provide curriculum and instruction that is both age-appropriate and individually appropriate. An initial assessment is necessary for teachers to get to know children and to find out what children already know and are able to do and to use this information to adjust the curriculum to the individual children. Too often, initial assessment takes the form of "readiness testing" with young children or "achievement testing" with older children, the results of which are used to exclude children from the program, track them by ability, or otherwise label them. How the initial assessment is conducted will determine the accuracy and usefulness of the findings. To provide an accurate picture of children's capabilities, teachers must observe children over time: information obtained on one brief encounter may be incomplete or distorted. Likewise, initial assessment information must be used to adjust curriculum and instruction. If assessment data are ignored and no adjustments are made, then the data should not be collected. Moreover, assessment data should be used to bring about benefits for children such as more individualized instruction: it should not be used to recommend that children stay out of a program, be retained in grade, or be assigned to a segregated group based on ability or developmental maturity.

The following principles should guide assessment procedures for children ages 3 through 8:

- Curriculum and assessment are integrated throughout the program: assessment is congruent with and relevant to the goals, objectives, and content of the program.
- Assessment results in benefits to the child such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.
- Children's development and learning in all the domains--physical, social, emotional, and cognitive--and their dispositions and feelings are informally and routinely assessed by teachers' observing children's activities and interactions, listening to them as they talk, and using children's constructive errors to understand their learning.
- Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.
- Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.
- Assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. Assessment avoids approaches that place children in artificial situations, impede the usual learning developmental experiences in the classroom, or divert children from their natural learning processes.
- Assessment relies on demonstrated performance, during real, not contrived activities, for example, real reading and writing activities rather than only skills testing (Engel, 1990; Teale, 1988).
- Assessment utilizes an array of tools and a variety of processes including but not limited to collections of representative work by children (art work, stories they write, tape recordings of their reading), records of systematic observations by teachers, records of conversations and interviews with children, teachers' summaries of children's progress as individuals and as groups (Chittenden & Courtney, 1989; Goodman, Goodman, & Hood, 1989).
- Assessment recognizes individual diversity of learners and allows for differences in styles and rates of learning. Assessment takes into consideration children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native language as well as in English.
- Assessment supports children's development and learning; it does **not** threaten children's psychological safety or feelings of self-esteem.
- Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.
- Assessment demonstrates children's overall strengths and progress, what children **can** do, not just their wrong answers or what they cannot do or do not know.
- Assessment is an essential component of the teacher's role. Since teachers can make maximal use of assessment results, the teacher is the **primary** assessor.
- Assessment is a collaborative process involving children and teachers, teachers and parents, school and community. Information from parents about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.
- Assessment encourages children to participate in self-evaluation.
- Assessment addresses what children can do independently and what they can demonstrate with assistance, since the latter shows the direction of their growth.

- Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.
- A regular process exists for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numerical grades, but rather provides more meaningful, descriptive information in narrative form.

Guidelines for identifying children with special needs. Another major purpose of assessing children is to identify children with special needs in order to ensure that they receive appropriate services and/or intervention. The identification process involves at least two steps: screening and diagnosis. Screening is a brief assessment procedure designed to identify children who may have a learning problem or handicapping condition that requires more intensive diagnosis based on many sources of information, including that obtained from parents and expert diagnosticians (Meisels, 1985). Formal screening is warranted when parents, teachers, or other professionals suspect that a child may have such a problem. Screening should never be used to identify second language learners as "handicapped" solely on the basis of their limited abilities in English. The word "screening" is sometimes used erroneously to refer to the administration of formal or informal readiness tests by which teachers get to know children so they can begin the process of tailoring the curriculum that they planned for all the children to the individual children in their group. This process is more accurately described as assessment for planning instruction and therefore the guidelines above apply to these situations.

Components of the screening process (ILASCD, 1989) typically include a range of activities which allow the screener to observe serve and record children's physical health, fine/gross motor skills, social interactions, emotional expressions, communication competence, concept development, and adaptive skills. A parent interview obtains the following information, at a minimum: medical history, general health, family health concerns, serious or chronic illness, family composition, parent perception of child's social-emotional and cognitive development.

The following principles (ILASCD, 1989; Maryland Department of Education, 1989) should guide assessment procedures used to identify children's special needs:

- Results of screening tests are not used to make decisions about entrance to school or as the single criterion for placement in a special program, but rather are used as a part of a thorough process of diagnosis designed to ensure that children receive the individual services they need.
- Any standardized screening or diagnostic test that is administered to a child is valid and reliable in terms of the background characteristics of the child being tested and the test's intended purposes. This is determined by a careful review of the reliability and validity information that is provided in the technical manual that accompanies the test and of independent reviews of tests such as those available in Buros' Mental Measurement Yearbook.

- When a child is formally tested, the procedures conform with all regulations contained in PL 94-142. Parents are informed in advance, and information about the test and test results are shared with the child's parents. Any interpretation of test scores describes, in non-technical language, what the test covered,what the scores do and do not mean (common misinterpretations of the test scores) and how the results will be used. Allowances are made for parents to remain with the child during screening, if desired.
- The screener approaches all interactions with children in a positive manner. The screener has knowledge of and prior experience with young children in order to score the measure accurately and support the validity of the results.
- The younger the child, the more critical it is that the screening activities involve the manipulation of toys and materials rather than pictures and paper/pencil tasks.
- If the results of the screening indicate that a child has not performed within an average developmental range, the child is seen individually by an experienced diagnostician who is also an expert in child development.
- If a comprehensive diagnostic process is recommended after screening, key conditions warranting the implementations of this process should be delineated and documented for the parents in writing in non-technical language they can understand. Throughout the assessment process, parents must be informed in writing about diagnostic resources, parent rights and reasons for referral, as well as rights of refusal.

REVISED 8/92

PREKINDERGARTEN OUTCOMES

PERSONAL/SOCIAL DEVELOPMENT

1. Participates actively in activities
2. Listens attentively while others speak
3. Demonstrates a healthy respect for and an awareness of self, property, others, and their cultures
4. Demonstrates growing self-confidence and self-control
5. Initiates, follows through and completes tasks
6. Interacts positively with peers and adults during work and play periods
7. Follows a two-step oral direction
8. Cares for own health and hygiene needs
9. Separates from adults easily
10. Appreciates and participates in a variety of music experiences
11. Appreciates and participates in a variety of creative art experiences

PREKINDERGARTEN OUTCOMES

MOTOR DEVELOPMENT

1. Demonstrates an enjoyment and an ability in moving, using concepts of body awareness, space awareness, effort and relationships; walking, running, jumping, rolling, hopping, striking, balancing, twisting, turning, galloping, etc.

2. Demonstrates an enjoyment and growing competence in locomotor skills; walking, running, jumping, hopping, striking, balancing, twisting, turning, galloping, etc.

3. Demonstrates an enjoyment and growing competence in combinations of manipulative and non-locomotor skills; rolling, throwing, catching, kicking, striking, etc.

4. Demonstrates an enjoyment and a growing ability in coordinating small muscles: cutting, drawing, building, putting puzzles together, printing, buttoning, zipping, snapping, etc.

PREKINDERGARTEN OUTCOMES

LANGUAGE DEVELOPMENT

1. Gives own name when asked
2. Speaks in sentences when engaged in meaningful conversation
3. Recognizes own name in print
4. Accurately describes the use of common household objects
5. Retells and/or dramatizes a story or event
6. Names major body parts and describe their use
8. Communicates ideas through oral experience stories and prewriting activities (scribling, mock letters)
9. Recognizes the correspondence between the written and spoken word as evidenced by "looking" at books and "reading" the story
10. Names alphabet letters contained in own name

PREKINDERGARTEN OUTCOMES

COGNITIVE DEVELOPMENT

1. Compares objects by estimating their size; large/small, big/little, etc., by using concrete objects
2. Counts rationally and groups objects to 5 by using concrete, manipulative objects
3. Recognizes and determines which has more/less, which is same/different by using concrete, manipulative objects
4. Sorts/names/describes a circle, square and triangle by using concrete, manipulative objects
5. Matches, recognizes and names basic colors by using concrete, manipulative objects
6. Matches, recognizes and names numerals 0-5 by using concrete, manipulative objects

KINDERGARTEN LEARNING OUTCOMES

PERSONAL/SOCIAL DEVELOPMENT

1. Participates actively in activities
2. Listens attentively while others speak
3. Demonstrates a healthy respect for and an awareness of self, property, others, and their cultures
4. Demonstrates growing self-confidence and self-control
5. Initiates, follows through, and completes tasks
6. Interacts positively with peers and adults during work and play periods
7. Follows a three-step oral direction
8. Cares for own health and hygiene needs
9. Appreciates and participates in a variety of music experiences
10. Appreciates and participates in a variety of art experiences

KINDERGARTEN LEARNING OUTCOMES

MOTOR DEVELOPMENT

1. Demonstrates an enjoyment and an ability in moving using concepts of body awareness, space awareness, effort and relationships; walking, running, jumping, rolling, hopping, striking, balancing, twisting, turning, galloping, etc.

2. Demonstrates an enjoyment and competence in locomotor skills; walking, running, jumping, hopping, striking, balancing, twisting, turning, galloping, etc

3. Demonstrates an enjoyment and competence in combination of manipulative and non-locomotor skills; rolling, throwing, catching, kicking, striking, etc.

4. Demonstrates an enjoyment and an ability in coordinating small muscles; cutting, drawing, building, folding, putting puzzles together, printing, tying, buttoning, zipping, snapping, etc.

KINDERGARTEN LEARNING OUTCOMES

LANGUAGE DEVELOPMENT

1. Matches letters by using concrete, manipulative objects
2. Tells what a story is about
3. Retells and/or dramatizes a story or event in correct sequence
4. Predicts what will happen next in a story
5. Recognizes letters, sounds and words in a meaningful context
6. Speaks in sentences when engaged in meaningful conversation
7. Demonstrates an understanding of left to right progression and specific positional relationships (top/bottom, over/under, etc.)
8. Communicates ideas through the reading and writing process
9. Uses letter patterns to communicate meaning

KINDERGARTEN LEARNING OUTCOMES

COGNITIVE DEVELOPMENT

1. Solves problems by using concrete, manipulative objects
2. Compares objects by estimating their size; larger/smaller, taller/shorter, heavier/lighter, more/less, etc. by using concrete, manipulative objects
3. Counts rationally and groups objects to 10 by using concrete, manipulative objects
4. Joins and separates sets of objects to 6 by using concrete, manipulative objects
5. Sorts/names/describes objects by shape, color, texture, etc. by using concrete, manipulative objects
6. Measures objects with non-standard units
7. Constructs and interprets real and pictorial graphs
8. Identifies equal and unequal portions by using concrete, manipulative objects
9. Completes and continues patterns and seriates and orders numerals in the correct sequence from 0 to 10 by using a variety of concrete, manipulative objects
10. Matches, recognizes, names numerals 0 to 10 by using concrete, manipulative objects
11. Counts orally from 1 to 10
12. Matches, recognizes and names common objects and pictures (colors included) by using concrete, manipulative objects
13. Shows an interest and enjoyment in working with creative, interactive software by using a free-standing computer

CONTENTS

The following items can be found in the appendix section. Please feel free to add additional items of importance to you.

Stages of Block Building

Sample Theme Boxes

Computer Position Statement

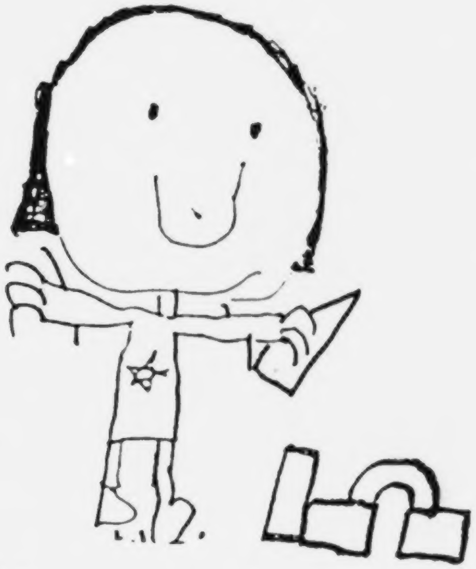
Current Legislation Regarding Art and Craft Materials

NAEYC Excerpts Regarding Developmentally Appropriate Practice

STAGES OF BLOCK BUILDING

This material is based on Harriet Johnson's The Art of Block Building.

Stage 1	Blocks are carried around, not used for construction. This applies to the very young child.
Stage 2	Children make mostly rows, either horizontal or vertical. There is much repetition in this early building pattern.
Stage 3	Children bridge two blocks with a space between them, connected by a third block.
Stage 4	Blocks are placed so that they enclose a space.
Stage 5	Decorative patterns appear. Much symmetry is observed. Buildings are usually not named at this stage.
Stage 6	Naming of structures for dramatic play begins.
Stage 7	Buildings reproduce an actual structure known to the children and dramatic play activities are directed aroun



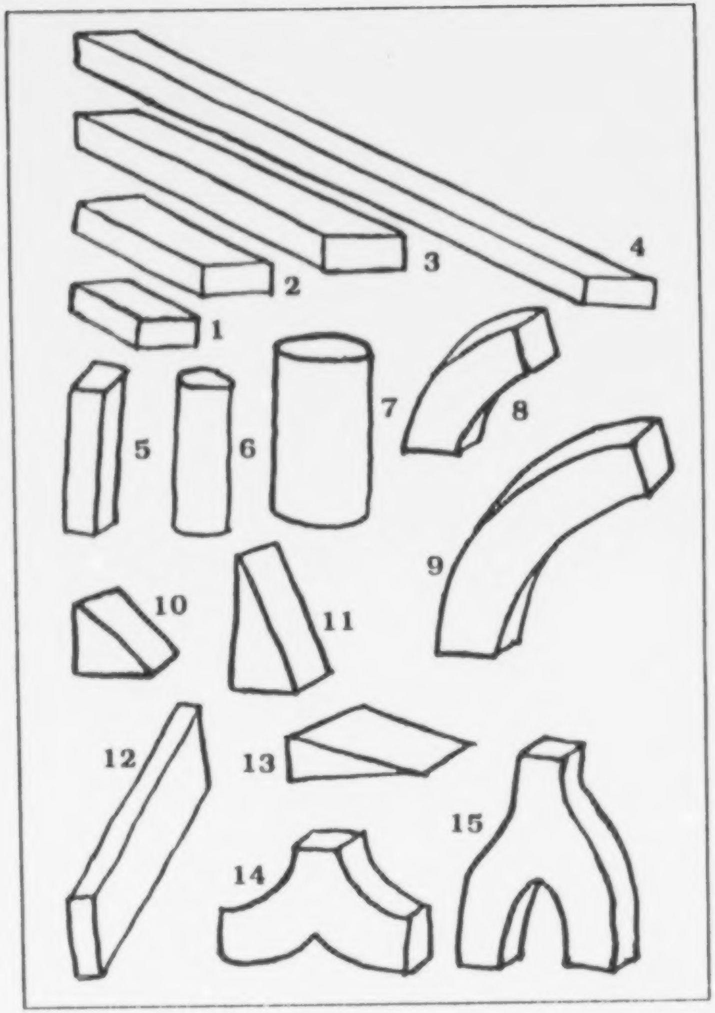
Set of blocks for a group of 15–20 children

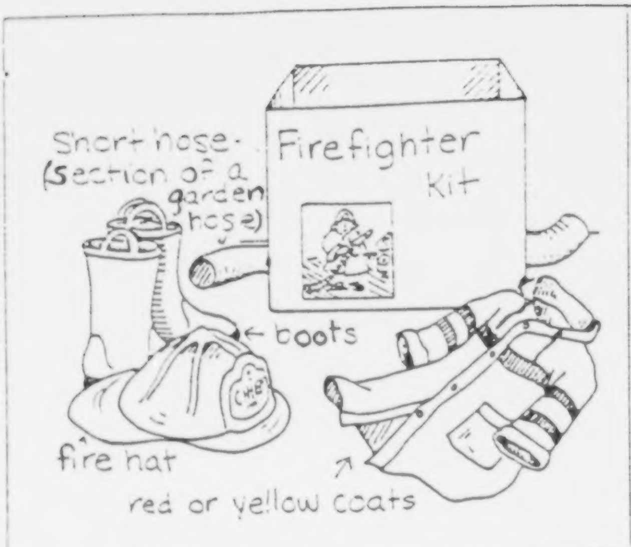
(Numbers in parentheses refer to drawing.)

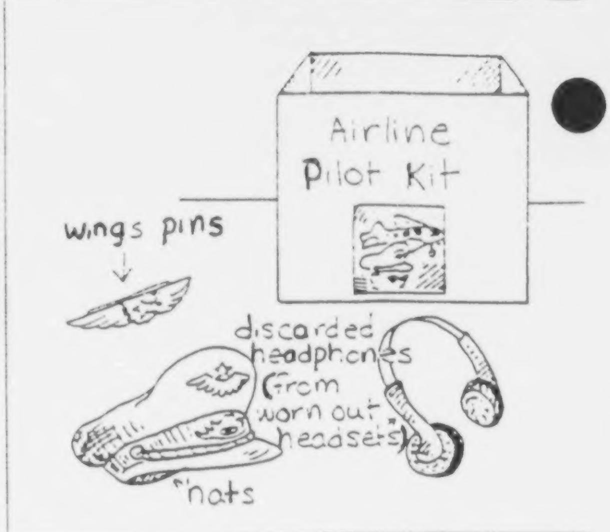
Number of blocks recommended for this age group

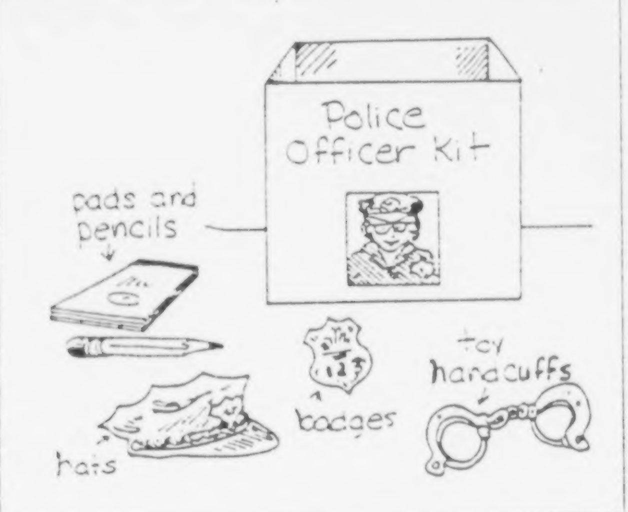
	3 years	4 years	5 years
Half units (1)	48	48	60
Units (2)	108	192	220
Double units (3)	96	140	190
Quadruple units (4)	48	48	72
Pillars (5)	24	48	72
Small cylinders (6)	20	32	40
Large cylinders (7)	20	24	32
Circular curves (8)	12	16	20
Elliptical curves (9)	8	16	20
Pairs of small triangles (10)	8	16	18
Pairs of large triangles (11)	4	8	12
Floor boards—11" (12)	12	30	60
Roof boards—22" (not illustrated)	0	12	20
Ramps (13)	12	32	40
Right-angle switches (14), and/or X switches (not illustrated)	0	4	8
Half pillars (not illustrated)	0	12	16
Y switches (15)	2	2	4

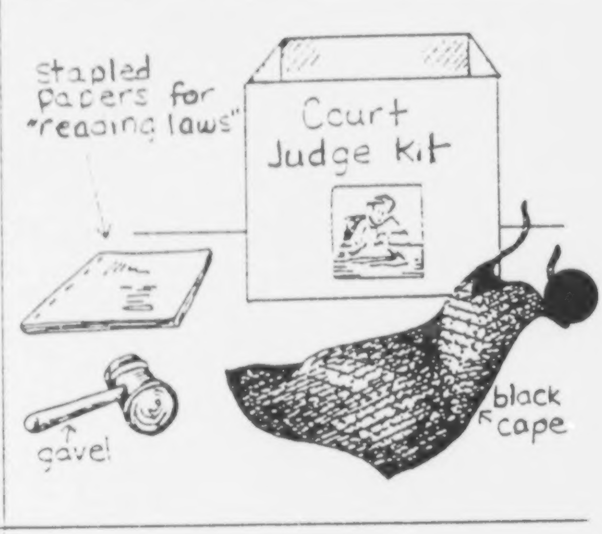
From *Play Equipment for the Nursery School* by Jessie Stanton, Alma Weisberg, and the faculty of the Bank Street School for Children.

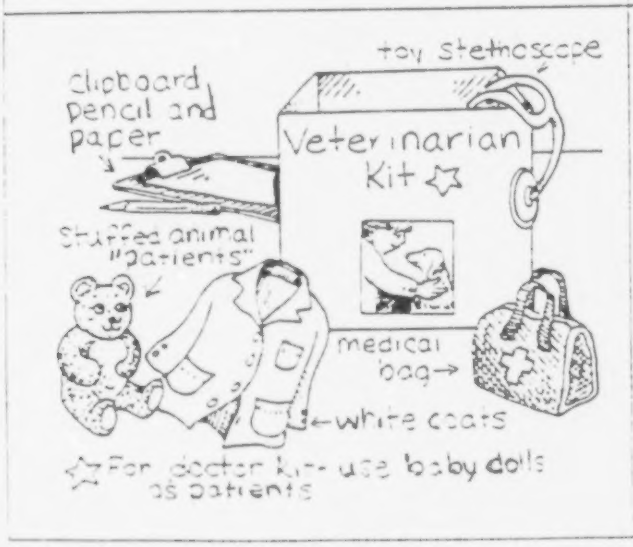


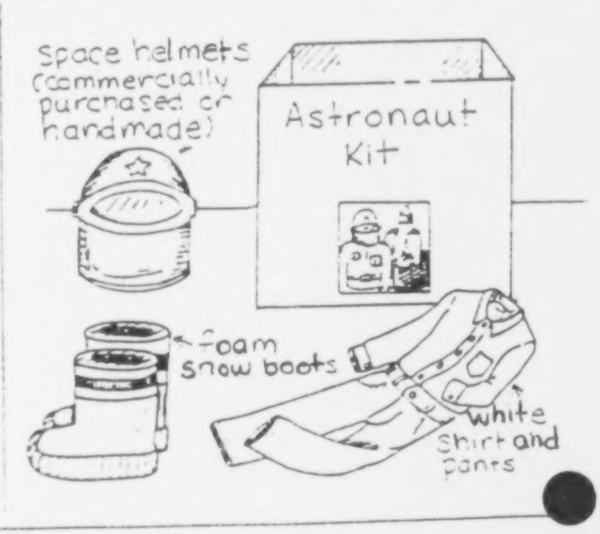

Firefighter Kit
Short hose- (section of a garden hose)
boots
fire hat
red or yellow coats

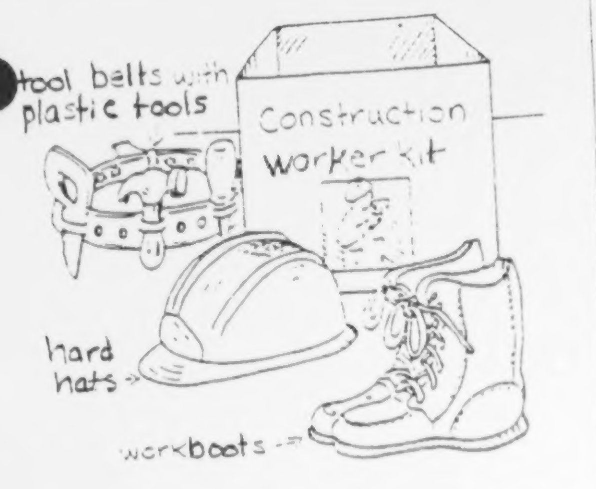

Airline Pilot Kit
wings pins
discarded headphones (from worn out headsets)
hats

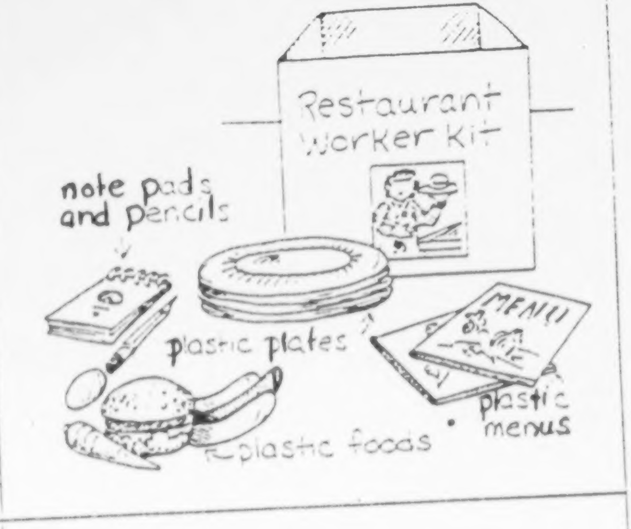

Police Officer Kit
pads and pencils
badges
toy handcuffs
hats

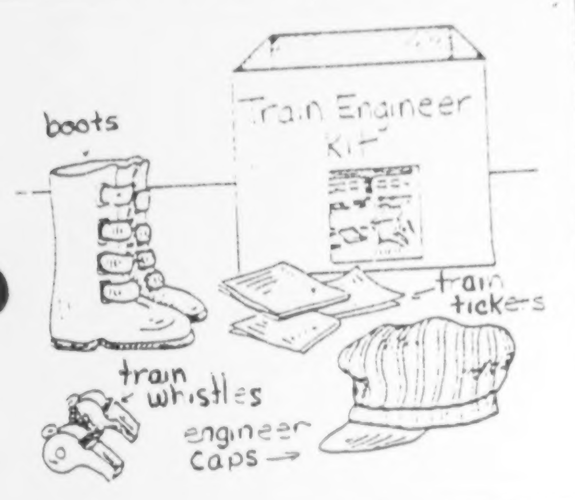

Court Judge Kit
stapled papers for "reading laws"
gavel
black cape

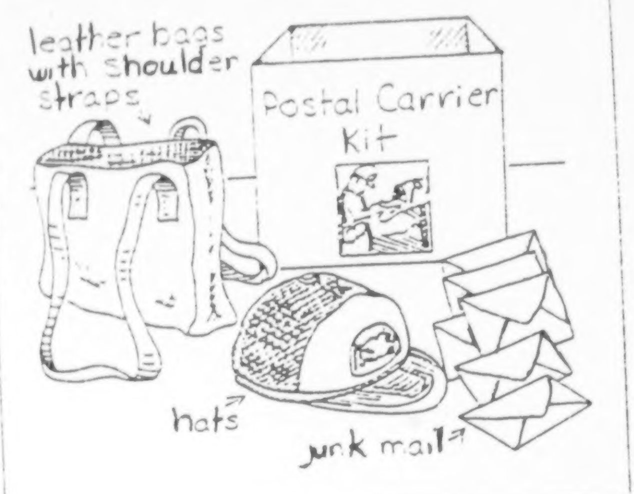

Veterinarian Kit ☆
toy stethoscope
clipboard pencil and paper
stuffed animal "patients"
medical bag
white coats
☆ For doctor kit- use baby dolls as patients

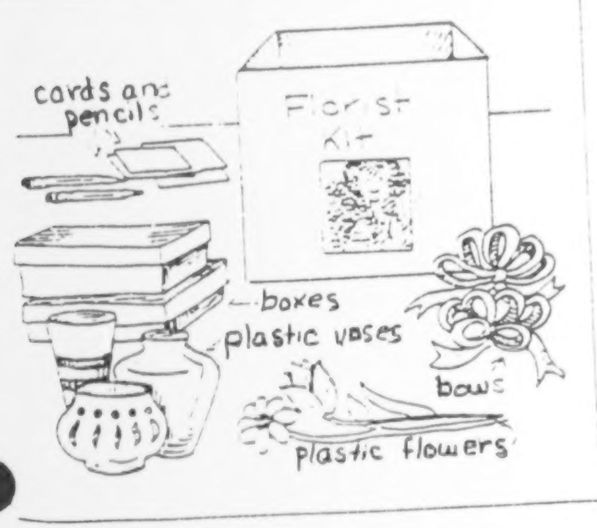

Astronaut Kit
Space helmets (commercially purchased or handmade)
foam snow boots
white shirt and pants

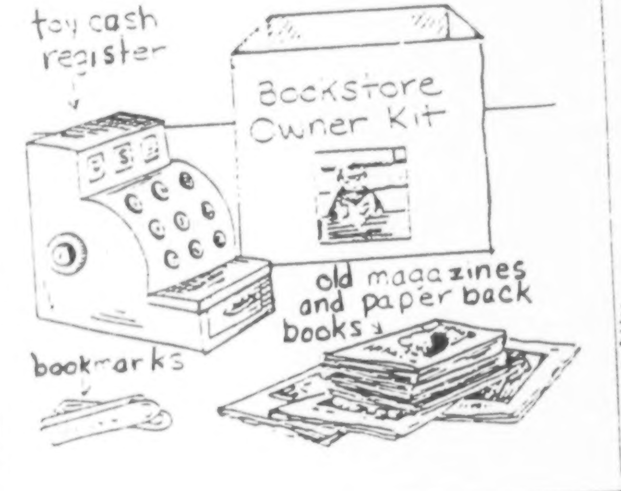

tool belts with plastic tools
Construction Worker Kit
hard hats
workboots


Restaurant Worker Kit
note pads and pencils
plastic plates
MENU
plastic menus
plastic foods


boots
Train Engineer Kit
train tickets
train whistles
engineer caps


leather bags with shoulder straps
Postal Carrier Kit
hats
junk mail


cards and pencils
Florist Kit
boxes
plastic vases
bows
plastic flowers


toy cash register
Bookstore Owner Kit
old magazines and paper back books
bookmarks

BEST COPY AVAILABLE

WICHITA PUBLIC SCHOOLS

Educational Services Early Childhood Services
Administrative Center 217 N. Water Wichita, Kansas 67202

EARLY CHILDHOOD COMPUTER POSITION STATEMENT

The Early Childhood Department supports the use of free-standing computers in prekindergarten and kindergarten classrooms, whenever they are used as a choice or center activity for the purpose of awareness, exploration and child-directed experimentation. Software selection is critical in providing young children with programs that are process-oriented, open-ended and interactive. These programs should allow children to create and make meaningful choices.

Drill and practice programs which promote mastery of discrete and isolated skills are inappropriate for the developmental stage of the large majority of these young learners.

Programs that enhance an increased awareness of cause and effect and an understanding of the computer as a tool which the child can control are preferred. The program should not dominate or control what the child does through highly structured and directed lessons, which include predetermined questions and close-ended problems. Verbal interaction should be highly encouraged to promote language development, cooperative learning, problem solving, negotiating and discussion skills in deciding the direction the learners want the program to take.

Cognitive development is much broader than skill acquisition. It involves exploring objects and materials in order to understand their properties, seeing the predictability of cause and effect relationships and speculating about how things happen.

Because these young computer users are generally in the pre-operational stage of development, software must be responsive to the concrete learning activities of the child's real-life experiences.

Progressively limiting a child's choices and then highlighting the correct answer does not induce learning in young children. Children need to work through a problem repeatedly until they understand the underlying concept. Piaget stated that acting upon the environment and observing the resultant changes are at the root of children's intellectual development.

Since computer use is a rather sedentary activity, young children should not be required to work with the computer for extended amounts of time, but should be allowed to disengage when their attention span dictates. Because a young child's natural curiosity motivates involvement in learning activities, the program's ability to involve the child should be relied upon rather than smiling faces, beeps, prizes or scores. Software should require the children to master only a few keyboard commands before being able to operate the program. Instructions should be clear, minimal, sensitive to the non- or pre-reading abilities of the child with colorful picture menus.

The young child constructs knowledge in a naturally integrated manner, not by isolated subject areas. A classroom center approach allows for this integration in a more natural way than does a lab environment. Researchers do state that is is not wise to engage young children in a lab experience where all children must spend a daily prescribed amount of time on computer tasks. Early Childhood Educators recognize computer technology as an exciting innovation in learning, but only when utilized within the appropriate learning context.

The following excerpts are taken from

DEVELOPMENTALLY APPROPRIATE PRACTICE IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8

Reprinted witih permission from the National Association for the Education of Young Children

1834 Connecticut Avenue NW
Washington, D.C. 20009-5786
1-800-424-2460

PART 3

Integrated Components of Developmentally Appropriate Practice for Infants and Toddlers

In Part 2 of this book, the National Center for Clinical Infant Programs and NAEYC describe the vital development that takes place during the first 3 years of life and give examples of appropriate care of infants and toddlers. Building on the previous description of development and practice Part 3 is designed for practitioners who care for infants or toddlers in group settings. Both appropriate and inappropriate practices are described here, because people often understand a concept most clearly if they are presented both positive and negative examples.

Because all areas of development are thoroughly integrated during early childhood, the title for these descriptions refers to integrated components. *The components of practice that are referred to in this section parallel the components of a group program as described in NAEYC's* Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. *It is hoped that the descriptions of appropriate and inappropriate practices that follow will help directors and teachers to interpret and apply the accreditation Criteria to their work with infants and toddlers.*

Because development is so individual, these statements do not define infants *and* toddlers *by chronological age. For the purpose of clarity, the infant statement is directed toward the care of non-walking children and the toddler statement addresses caring for children from the time they are walking until they are between 2½ and 3-years-old.*

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for *INFANTS*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children	• Adults engage in many one-to-one, face-to-face interactions with infants. Adults talk in a pleasant, soothing voice, and use simple language and frequent eye contact.	• Infants are left for long periods in cribs, playpens, or seats without adult attention. Adults are harsh, shout, or use baby talk.
	• Infants are held and carried frequently to provide them with a wide variety of experiences. The adults talk to the infant before, during, and after moving the infant around.	• Infants are wordlessly moved about at the adult's convenience. Nothing is explained to infants.
	• Adults are especially attentive to infants during routines such as diaper changing, feeding, and changing clothes. The caregiver explains what will happen, what is happening, and what will happen next.	• Routines are swiftly accomplished without involving the infant. Little or no warm interactions take place during routines.
	• All interactions are characterized by gentle, supportive responses. Adults listen and respond to sounds that infants make, imitate them, and respect infants' sounds as the beginning of communication.	• Adults are rough, harsh, or ignore the child's responses.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Caregivers respond quickly to infants' cries or calls of distress, recognizing that crying and body movements are infants' only way to communicate. Responses are soothing and tender.	• Crying is ignored or responded to irregularly at the convenience of the adult. Crying is treated as a nuisance. Adults' responses neglect the infants' needs.
	• Playful interactions with babies are done in ways that are sensitive to the child's level of tolerance for physical movement, louder sounds, or other changes.	• Adults frighten, tease, or upset children with their unpredictable behaviors.
	• Children's play interests are respected. Adults observe the child's activity and comment, offer additional ideas for play, and encourage the child's engagement in the activity.	• Infants are interrupted, toys are whisked from their grasp, adults impose their own ideas or even play with toys themselves regardless of the child's interest.
	• The caregiver frequently talks with, sings to, and reads to infants. Language is a vital, lively form of communication with individuals.	• Infants are expected to entertain themselves or watch television. Language is used infrequently and vocabularies limited.
	• Infants and their parents are greeted warmly and with enthusiasm each morning. The caregiver holds the baby upon arrival and gradually helps the child become a part of the small group.	• Babies are placed on the floor or in a crib with no caregiver interaction. Caregivers receive children coldly and without individual attention.
	• Caregivers consistently respond to infants' needs for food and comfort thus enabling the infants to develop trust in the adults who care for them, so they find the world a secure place to be.	• Adults are unpredictable and/or unresponsive. They act as if children are a bother.
	• Caregivers adjust to infants' individual feeding and sleeping schedules. Their food preferences and eating styles are respected.	• Schedules are rigid and based on adults' rather than children's needs. Food is used for rewards (or denied as punishment).
	• Infants are praised for their accomplishments and helped to feel increasingly competent.	• Infants are criticized for what they cannot do or for their clumsy struggle to master a skill. They are made to feel inadequate and that they have no effect on others.
	• Teachers respect infants' curiosity about each other. At the same time, adults help ensure that children treat each other gently.	• Infants are not allowed to touch each other gently, or are forced to share or play together when they have no interest in doing so.
	• Adults model the type of interactions with others that they want children to develop.	• Adults are aggressive, shout, or exhibit a lack of coping behaviors under stress.
	• Adults frequently engage in games such as Peek-a-Boo and 5 Little Piggies with infants who are interested and responsive to the play.	• Games are imposed on children regardless of their interest. Play is seen as a time filler rather than a learning experience.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Diaper changing, feeding, and other routines are viewed as vital learning experiences for babies.	• Routines are dealt with superficially and indifferently.
	• Healthy, accepting attitudes about children's bodies and their functions are expressed.	• Infants are made to feel their bodies are not to be touched or admired, and that bodily functions are disgusting.
Environment	• The diapering, sleeping, feeding, and play areas are separate to ensure sanitation and provide quiet, restful areas.	• Areas are combined and are very noisy and distracting.
	• The environment contains both soft (pillows, padded walls) and hard (rocking chair, mirrors) elements.	• The environment is either sterile or cluttered, but lacks variety.
	• Babies find contrasts in color and design interesting, so bright colors are used to create distinct patterns.	• Rooms are sterile and bland.
	• Children have their own cribs, bedding, feeding utensils, clothing, diapers, pacifiers, and other special comforting objects. Infants' names are used to label every personal item.	• Infants share sleeping quarters in shifts, or otherwise do not have their own special supplies.
	• The area that is the focus of play changes periodically during the day from the floor, to strollers, to being carried, to rocking or swinging, and other variations to give infants different perspectives on people and places. Children are cared for both indoors and outdoors.	• Babies are confined to cribs, playpens, [illegible] the floor for long periods indoors. Time outdoors is viewed as too much bother, or is not done because of excuses about the weather.
	• Mirrors are placed where infants can observe themselves—on the wall next to the floor, next to the diapering area.	• Children never have a chance to see themselves.
	• Fresh air and healthy heat/humidity/cooling conditions are maintained.	• Rooms are too hot or too cold.
	• The room is cheerful and decorated at children's eye level with pictures of people's faces, friendly animals, and other familiar objects. Pictures of children and their families are displayed.	• Areas are dingy and dark. Decorations are at adult eye level and are uninteresting. No family photos are displayed.
	• A variety of music is provided for enjoyment in listening/body movement/singing.	• Music is used to distract or lull infants to sleep. Children hear only children's songs.
	• Space is arranged so children can enjoy moments of quiet play by themselves, so they have space to roll over, and so they can crawl toward interesting objects.	• Space is cramped and unsafe for children who are learning how to move their bodies.
	• Floors are covered by easy-to-clean carpet. Infants are barefoot whenever possible.	• Floor coverings are dirty or hard and cold. Infants must wear shoes.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Equipment	• Toys are safe, washable, and too large for infants to swallow. They range from very simple to more complex.	• Toys are sharp, tiny, with chipping paint, or otherwise unsafe and not washable. Toys are too simple or too complex for the infants served.
	• Toys provided are responsive to the child's actions: bells, busy boards, balls, vinyl-covered pillows to climb on, large beads that snap together, nesting bowls, small blocks, shape sorters, music boxes, squeeze toys that squeak.	• Toys are battery-powered or wind up so the baby just watches. Toys lack a variety of texture, size, and shape.
	• Mobiles are designed to be seen from the child's viewpoint. They are removed when children can reach for and grasp them.	• Mobiles are out of infants' vision. They are positioned where children can reach them.
	• Toys are scaled to a size that enables infants to grasp, chew, and manipulate them (clutch balls, rattles, spoons, teethers, rubber dolls).	• Toys are too large to handle, or unsafe for children to chew on.
	• Toys are available on open shelves so children can make their own selections.	• Toys are dumped in a box or kept out of children's reach forcing them to depend on adults' selection.
	• Low climbing structures and steps are provided. Structures are well padded and safe for exploration.	• No provisions are made for children to climb, or structures are only safe for older, more mobile children.
	• Books are heavy cardboard with rounded edges. They have bright pictures of familiar objects.	• Books are not available, or are made of paper that tears easily. Books do not contain objects familiar or interesting to children. Faded colors or intricate drawings are used.
	• Pictorial materials depict a variety of ages and ethnic groups in a positive way.	• Pictures are limited to cartoon characters or stereotypes.
Health, safety, and nutrition	• Health and safety precautions are taken to limit the spread of infectious disease. Toys that are mouthed are replaced when a child has finished with them so they can be cleaned with a bleach solution.	• Toys are scattered on the floor and cleaned occasionally, not at all, or improperly. Bottles sit on the floor. Spills are ignored.
	• Written records are maintained for each child. Immunizations are current. Up-to-date emergency information is readily available.	• Written records are incomplete or outdated.
	• Staff are in good health and take precautions not to spread infection.	• Because of limited sick leave, staff come to work even when they are ill.
	• Children are always under adult supervision.	• Children are left unattended.
	• The environment is safe for children—electrical outlets are covered, no hazardous substances are within children's reach, no extension cords are exposed.	• Children are frequently told "no" to hazards that should be removed. Rocking chairs are placed in crawling areas.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Health, safety, and nutrition (*continued*)	• Children are dressed appropriately for the weather and type of play they engage in.	• Infants' clothing is too confining, uncomfortable, or difficult to manage. Infants are over- or under-dressed.
	• Adults wash their hands before and after each diaper change, before and after feeding each infant.	• Adults are too casual or inconsistent about handwashing.
	• Adults are aware of the symptoms of common illnesses, environmental hazards such as lead poisoning, and food or other allergies.	• Staff do not notice or ignore changes in children's normal behavior or do not know children well enough to detect unusual behavior.
	• Diaper changing areas are easily and routinely sanitized after each change.	• Several children are changed on the same surface without sanitizing it for each child.
	• Children are always held with their bodies at an angle when being fed from a bottle.	• Bottles are propped up for children or children are left lying down with a bottle.
	• Children who can sit up eat in groups of one or two with a caregiver to ensure adult assistance as needed. Finger foods are encouraged. Only healthy foods are fed. Eating is considered a sociable, happy time.	• Large groups of children are fed in sequence or left to their own devices. Cookies and other sugary foods are used as treats. Children are not allowed to mess with their food. Conversation is limited.
Staff-parent interactions	• Parents are viewed as the child's primary source of affection and care. Staff support parents and work with them to help them feel confident as parents.	• Staff feel in competition with parents. They avoid controversial issues rather than resolving them with parents.
	• Parents and staff talk daily to share pertinent information about the child.	• Staff rarely talk with parents except at planned conferences.
	• Staff help parents anticipate the child's next areas of development and prepare them to support the child.	• Staff fail to provide parents with information or insights to help them do what is best for their child.
Staff qualifications	• Staff enjoy working with infants and are warmly responsive to their needs. Staff have had training specifically related to infant development and caregiving. They know what skills and behaviors emerge during the first few months, and support children as they become increasingly competent and knowledgeable. Staff are competent in first aid.	• Staff view work with infants as a chore and as custodial in nature. Staff have little or no training specific to infant development. They have unrealistic expectations for this age group. They are unaware of what to look for that might signal problems in development.
Staffing	• The group size and ratio of adults to infants is limited to allow for one-to-one interaction, intimate knowledge of individual babies, and consistent caregiving. Babies need to relate to the same, very few people each day. A ratio of 1 adult to no more than 3 infants is best.	• Group size and staff-child ratio are too large to permit individual attention and constant supervision. Staffing patterns require infants to relate to more than 2 different adults during the caregiving day.

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for *TODDLERS*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children	• Adults engage in many one-to-one, face-to-face conversations with toddlers. Adults let toddlers initiate language, and wait for a response, even from children whose language is limited. Adults label or name objects, describe events, and reflect feelings to help children learn new words. Adults simplify their language for toddlers who are just beginning to talk (instead of "It's time to wash our hands and have snack," the adult says, "Let's wash hands. Snacktime!") Then as children acquire their own words, adults expand on the toddler's language (for example, *Toddler*—"Mary sock." *Adult*—"Oh, that's Mary's missing sock and you found it.").	• Adults talk *at* toddlers and do not wait for a response. Adult voices dominate or adults do not speak to children because they think they are too young to respond. Adults either talk "baby talk" or use language that is too complex for toddlers to understand.
	• Adults are supportive of toddlers as they acquire skills. Adults watch to see what the child is trying to do and provide the necessary support to help the child accomplish the task, allowing children to do what they are capable of doing and assisting with tasks that are frustrating.	• Adults are impatient and intrusive. They expect too much or too little of toddlers. Because it is faster, adults do tasks for toddlers that children can do themselves. Or adults allow children to become frustrated by tasks they cannot do.
	• Adults respond quickly to toddlers' cries or calls for help, recognizing that toddlers have limited language with which to communicate their needs.	• Crying is ignored or responded to irregularly or at the adults' convenience.
	• Adults respect children's developing preferences for familiar objects, foods, and people. Adults permit children to keep their own favorite objects and provide limited options from which children may choose what they prefer to eat or wear. Children's preferences are seen as a healthy indication of a developing self-concept.	• Adults prohibit favored objects like blankets or toys or arbitrarily take them away or expect toddlers to share them with other children. Children are not given choices and preferences are not encouraged. Children are all expected to do the same thing.
	• Adults respect toddlers' desire to carry favored objects around with them, to move objects like household items from one place to another, and to roam around or sit and parallel play with toys and objects.	• Adults restrict objects to certain locations and do not tolerate hoarding, collecting, or carrying.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Interactions among adults and children (*continued*)	• Adults patiently redirect toddlers to help guide children toward controlling their own impulses and behavior. When children fight over the same toy, the adult provides another like it or removes the toy. If neither of these strategies is effective, the adult may gently remove the toddler and redirect the child's attention by initiating play in another area. Adults only punish children for overtly dangerous behavior.	• Adults ignore disputes leading to a chaotic atmosphere or punish infractions harshly, frightening and humiliating children.
	• Adults recognize that constantly testing limits and expressing opposition to adults ("NO!") is part of developing a healthy sense of self as a separate, autonomous individual. Adults only say "No" when the prohibition relates to children's safety. Adults give positively worded directions ("Bang on the floor") not just restrictions ("Don't bang on the table").	• Adults are constantly saying "No!" to toddlers or becoming involved in power struggles over issues that do not relate to the child's health or well-being. Adults punish children for asserting themselves or saying "No."
	• Children are praised for their accomplishments and helped to feel increasingly competent and in control of themselves.	• Toddlers are criticized for what they cannot do or for their clumsy struggle to master a skill. Or adults foster dependency; children are overprotected and made to feel inadequate.
	• Children and their parents are greeted warmly and with enthusiasm each morning. The day begins with a great deal of adult-child contact. Adults help toddlers settle into the group by reading books or quietly playing with them.	• Children are received coldly and given no individual attention. Toddlers are expected to begin the day with free play and little adult supervision.
	• Adults model the type of interactions with others that they want children to develop. Adults recognize that most of the time when toddlers are aggressive, hurting or biting other children, it is because they lack skills to cope with frustrating situations such as wanting another child's toy. Adults model for toddlers the words to say ("Susan, I want the jack-in-the-box now") or redirect them to another activity.	• Adults are aggressive, shout, or exhibit a lack of coping behaviors under stress. Adult attempts to punish or control the aggressive toddler escalate the hostility.
Living and learning with toddlers (curriculum)	• Adults recognize that routine tasks of living like eating, toileting, and dressing are important opportunities to help children learn about their world and to regulate their own behavior.	• Routine times are chaotic because all children are expected to do the same thing at the same time.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Adults play with toddlers reciprocally, modeling for toddlers how to play imaginatively with baby dolls and accessories. For example, adults and children play "tea party" where the adult pretends to drink from a cup and exclaims how good it tastes and then the toddler often models the adult.	• Adults do not play with toddlers because they feel silly or bored.
	• Adults support toddlers' play so that toddlers stay interested in an object or activity for longer periods of time and their play becomes more complex, moving from simple awareness and exploration of objects to more complicated play like pretending.	• Adults do not think that supporting children's play is important. They do not understand the value of play for learning or they feel silly playing with young children.
	• Toddlers' solitary and parallel play is respected. Adults provide several of the same popular toys for children to play with alone or near another child. Adults realize that having three or four of the same sought-after toy is more helpful than having one each of many different toys.	• Adults do not understand the value of solitary and parallel play and try to force children to play together. Adults arbitrarily expect children to share. Popular toys are not provided in duplicate and fought over constantly while other toys are seldom used.
	• Adults prepare the environment to allow for predictability and repetition, as well as events that can be expected and anticipated.	• Adults lose patience with doing many of the same things repeatedly and get bored by toddlers' needs to repeat tasks until they master them or feel secure in a predictable environment.
	• Adults frequently read to toddlers, individually on laps or in groups of two or three. Adults sing with toddlers, do fingerplays, act out simple stories like "The Three Bears" with children participating actively, or tell stories using a flannelboard or magnetic board, and allow children to manipulate and place figures on the boards.	• Adults impose "group time" on toddlers, forcing a large group to listen or watch an activity without opportunity for children to participate.
	• Toddlers are given appropriate art media such as large crayons, watercolor markers, and large paper. Adults expect toddlers to explore and manipulate art materials and do *not* expect them to produce a finished art product. Adults *never* use food for art because toddlers are developing self-regulatory skills and must learn to distinguish between food and other objects that are not to be eaten.	• Toddlers are "helped" by teachers to produce a product, follow the adult-made model, or color a coloring book or ditto sheet. Tactilely sensitive toddlers are required to fingerpaint or are given edible fingerpaint or playdough because they will probably put it in their mouths.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Time schedules are flexible and smooth, dictated more by children's needs than by adults. There is a relatively predictable sequence to the day to help children feel secure.	• Activities are dictated by rigid adherence to time schedules or the lack of any time schedule makes the day unpredictable.
	• Children's schedules are respected with regard to eating and sleeping. Toddlers are provided snacks more frequently and in smaller portions than older children. For example, 2 morning snacks are offered at earlier hours than are usually provided for preschoolers. Liquids are provided frequently. Children's food preferences are respected.	• Schedules are rigid and based on adults' rather than children's needs. Food is used for rewards or withheld as punishment. Children are allowed to become fussy and cranky waiting for food that is served on a rigid schedule.
	• Diaper changing, toilet learning, eating, dressing, and other routines are viewed as vital learning experiences.	• Routines are dealt with superficially and indifferently.
	• Children learn to use the toilet through consistent, positive encouragement by adults. When toddlers reach an age where they feel confident and unafraid to sit a potty seat, adults invite them to use the potty, help them as needed, provide manageable clothing, and positively reinforce their behavior regardless of the outcome. Children are provided a toddler-appropriate potty seat and step-stool, if needed, in a well-lit, inviting, relatively private space. Children are taken to the toilet frequently and regularly in response to their own biological habits. Toddlers are never scolded or shamed about toileting or wet diapers/pants.	• Toilet learning is imposed on children to meet the adults' needs, whether children are ready or not. Children are made to sit on the potty for undue lengths of time and only reinforced contingent on urinating or defecating in the potty. Children are punished or shamed for toileting accidents.
	• Healthy, accepting attitudes about children's bodies and their functions are expressed.	• Children are made to feel their bodies are not to be to admired, and that bodily functions are disgusting.
	• Children have daily opportunities for exploratory activity outdoors, such as water and sand play and easel painting. Waterplay is available daily, requiring that adults dry clothes or provide clothing changes. Children have opportunities for supervised play in sand. Adults recognize that sand is a soft and absorbing medium ideally suited for toddler exploration. Well-supervised sand play is used to teach children to self-regulate what they can and cannot eat.	• Adults do not offer water and sand play because they are messy and require supervision, using as an excuse that children will get wet or will eat sand. Children's natural enjoyment of water play is frustrated so they play in toilets or at sinks whenever they can.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Living and learning with toddlers (curriculum) (*continued*)	• Routines are planned as learning experiences to help children become skilled and independent. Meals and snacks include finger food or utensils that are easier for toddlers to use such as bowls, spoons, and graduated versions of drinking objects from bottles to cups. Dressing and undressing are seen as learning activities and children's attempts to dress themselves and put on shoes are supported and positively encouraged.	• Adults foster children's dependence by doing routine tasks for them that they could do for themselves. Children feel incompetent because the eating utensils are too difficult for them or clothes require adult assistance with tiny buttons or laces.
	• Food is ready before children are called to meals so they do not have to wait.	• Hungry toddlers become frustrated and cranky when they are set up to eat and then must wait to be served.
Environment	• The diapering/toileting, sleeping, feeding, and play areas are separate both for sanitation and to ensure quiet, restful areas.	• Areas are combined and very noisy and distracting.
	• The environment contains both soft (pillows, padded walls, carpeting) and hard (rocking chairs, mirrors) elements.	• The environment is dominated by hard surfaces because they are easier to keep clean.
	• The environment contains private spaces with room for no more than 2 children.	• The environment provides no private spaces.
	• Children have their own cribs or cots, bedding, feeding utensils, clothing, and other special comforting objects. Toddlers' names are used to label every personal item.	• Children share sleeping quarters in shifts, or otherwise do not have their own special supplies. Favored objects are not permitted.
	• Children have many opportunities for active, large muscle play both indoors and outdoors. The environment includes ramps and steps that are the correct size for children to practice newly acquired skills. Toddlers' outdoor play space is separate from that of older children. Outdoor play equipment for toddlers includes small climbing equipment that they can go around, in, and out of, and solitary play equipment requiring supervision such as swings and low slides.	• Toddlers' indoor space is cramped and unsafe for children who are just learning how to move their bodies and need to run more than walk. Toddlers share outdoor space and unsafe equipment designed for older children.
	• The room is cheerful and decorated at the children's eye level with pictures of faces of people, friendly animals, and other familiar objects. Pictures of children and their families are encouraged.	• Areas are dingy and dark. Decorations are at adult eye levels, or are too syrupy and cute. No evidence exists of personal involvement for families.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Environment (*continued*)	• Sturdy picture books are provided. Pictures depict a variety of ages and ethnic groups in a positive way.	• Books are not available because they get torn or soiled. Pictures are cartoons or other stereotypes.
	• Toys are available on open shelves so children can make their own selections. Toys can be carried and moved about in the environment as children choose.	• Toys are dumped in a box or kept away from children's reach so they are at the mercy of the adult's selection. Adults attempt to restrict the use of toys to certain areas, like housekeeping or blocks.
	• Climbing structures and steps are low, well-padded, and safe for exploration.	• No provisions are made for children to climb, or structures are safe only for older, more mobile children.
Health, safety, and nutrition	• Health and safety precautions are taken to limit the spread of infectious disease. Toys that are mouthed are replaced when a child has finished with them so they can be cleaned with a bleach solution.	• Toys are scattered on the floor and cleaned occasionally, not at all, or improperly.
	• Written records are maintained for each child. Immunizations are current. Up-to-date emergency information is readily available.	• Written records are incomplete or outdated.
	• Staff are in good health and take precautions not to spread infection.	• Because of limited or no sick leave, staff come to work even when they are ill.
	• Children are always under adult supervision.	• Children are left unattended.
	• The environment is safe for children—electrical outlets are covered, no hazardous substances are within children's reach, no extension cords are exposed.	• Children are frequently told "no" to hazards that should be removed.
	• Children are dressed appropriately for the weather and type of play they engage in.	• Toddlers' clothing is too confining, uncomfortable, or difficult to manage.
	• Adults wash their hands before and after each diaper change, before and after assisting children with toileting, and before handling food.	• Adults are inconsistent or too casual about handwashing.
	• Adults are aware of the symptoms of common illnesses, alert to changes in children's behavior that may signal illness or allergies.	• Staff do not notice or ignore changes in children's behavior or do not know children well enough to detect changes in normal patterns of behavior.
	• Diaper changing areas are easily and routinely sanitized after each change.	• Several children are changed on the same surface.
Staff-parent interactions	• Parents are viewed as the child's primary source of affection and care. Staff support parents and work with them to help them feel confident as parents.	• Staff feel in competition with parents. They avoid controversial issues rather than resolving them with parents.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Staff-parent interactions (*continued*)	• Parents and staff talk daily to share pertinent information about the child. There is an established system for keeping records of children's daily activity and health and reporting to parents.	• Staff rarely talk with parents except at planned conferences.
	• Staff help parents anticipate the child's next areas of development and prepare them to support the child.	• Staff fail to provide parents with information or insights to help them do what is best for their child.
Staff qualifications	• Staff enjoy working with toddlers, are warmly responsive to their needs, and demonstrate considerable patience in supporting children as they become increasingly competent and independent. Staff have training in child development and early education specific to the toddler age group. Staff are competent in first aid.	• Staff view work with toddlers as a chore and as custodial in nature. They push children to achieve and are impatient with their struggles, or they expect too little of toddlers. They are unaware of what to look for that might signal problems in development. Staff have no training in child development/early education or their training and experience are limited to working with older children.
Staffing	• The group size and ratio of adults to children is limited to allow for the intimate, interpersonal atmosphere, and high level of supervision toddlers require. Maximum group size is 12 with 1 adult for no more than 6 toddlers, preferably fewer. Staffing patterns limit the number of different adults toddlers relate to each day.	• Group size and staff-child ratio are too large to allow for individual attention and close supervision. Staff contain the chaos rather than respond to and support individual development. Staffing patterns require toddlers to relate to several different adults who do not know them well.

Subjects & Predicates

In a good program, adults respect children's choice to share only when the children are willing to do so.

BEST COPY AVAILABLE

PART 4

Developmentally Appropriate Practice in Programs for 3-Year-Olds

The 3-year-old is sometimes overlooked when periods of development are described in broad categories like "toddlers" or "preschoolers." But the fourth year of life is a distinct period of development with its own unique challenges and accomplishments. Teachers in programs serving 3-year-olds, as in all early childhood programs, must consider what is appropriate for this age group in general as well as what is specifically appropriate for the individual children in their care.

Three-year-olds are no longer toddlers but they will behave like toddlers at times; at other times their language ability and motor skills will deceptively mimic the 4-year-old. The key for the teacher of 3s is to maintain appropriate expectations; teachers should not expect too little of 3-year-olds, nor should they expect too much. To care for and educate a group of 3s, teachers need to fully understand the developmental continuum from toddlerhood through the preschool years. At 2½, many children begin to display skills and behaviors most typical of 3-year-olds. Thus, children between 2½ and 3½ years of age are often similar developmentally; and some 3½-year-olds share traits of 4s. The common practice of multiage grouping, putting children of a wide age span together, further necessitates that teachers fully understand the continuum of development during the early years.

The following statement describes some developmentally appropriate and inappropriate practices specifically related to 3-year-olds. *This statement is not intended to describe a comprehensive program for 3s. It is intended to be used with the statement on appropriate practice for toddlers* (pages *40–46*) *and the statement on appropriate practice for 4- and 5-year-olds* (pages *51–59*).

Living and Learning With 3-Year-Olds: Interactions Among Adults and Children and Appropriate Curriculum

APPROPRIATE Practice	INAPPROPRIATE Practice
• Adults provide affection and support, comforting children when they cry and reassuring them when fearful. Adults plan experiences to alleviate children's fears.	• Adults are cold or distant and do not express physical affection, comfort, or emotional bolstering. Adults assume children will get over fears.
• Adults support 3-year-olds' play and developing independence, helping when needed, but allowing them to do what they are capable of doing and what they want to do for themselves ("I can do it myself!").	• Adults expect 3-year-olds to be independent and to entertain themselves for long periods of time; they are impatient, hurry children, and do tasks for children that they could do themselves.
• Adults recognize that, although 3-year-olds are usually more cooperative than toddlers and want to please adults, they may revert to toddler behavior (thumb-sucking, crying, hitting, baby talk) when they are feeling shy or upset, especially in a new situation. Adults know that 3-year-olds' interest in babies, and especially their own recent infancy, is an opportunity for children to learn about themselves and human development.	• Adults expect too much of 3-year-olds and ridicule them when they behave immaturely or play baby ("You're acting like a baby!").

APPROPRIATE Practice	INAPPROPRIATE Practice
Adults provide opportunities for 3-year-olds to demonstrate and practice their newly developed self-help skills and their desire to help adults with dressing and undressing, toileting, feeding themselves (including helping with pouring milk or setting the table), brushing teeth, washing hands, and helping pick up toys. Adults are patient with occasional toileting accidents, spilled food, and unfinished jobs.	Adults perform routine tasks (like dressing and cleaning up) for children because it is faster and less messy. Adults punish or shame children for toileting accidents and do not allow children to play with their food. Adults insist that children pick up all the toys every time.
Adults know that growth rates may slow down and appetites decrease at this age. Children are encouraged to eat "tastes" in small portions with the possibility of more servings if desired.	Adults serve children a large meal which they are expected to eat. Disciplinary pressures accompany demands for food consumption.
Adults guide 3-year-olds to take naps or do restful activities periodically throughout the day, recognizing that these younger children may exhaust themselves—especially when trying to keep up with older children in the group.	Naptime is either forced or not provided. Children are scolded for being cranky or tired as the day progresses.
Adults provide many opportunities for 3s to play by themselves, next to another child (parallel play), or with one or two other children. Adults recognize that 3-year-olds are not comfortable with much group participation. Adults read a story or play music with small groups and allow children to enter and leave the group at will.	Adults expect children to participate in whole group activities. They read a story to all the children at once, expecting them all to sit and listen quietly. They do not allow children to leave the large group activity.
Adults support children's beginning friendships, recognizing that such relationships ("my best friend") are short-lived and may consist of acting silly together or chasing for a few minutes. When conflicts arise, the 3-year-old will often return to playing alone. Adults encourage children to take turns and share but do not always expect children to give up favored items.	Adults expect that children will always want to play with their "friends" and require that they do activities together or share toys. Adults pick out friends for children and keep pairs together over time.
Adults provide plenty of space and time indoors and outdoors for children to explore and exercise their large muscle skills like running, jumping, galloping, riding a tricycle, or catching a ball, with adults close by to offer assistance as needed.	Adults restrict children's physical activity ("No running!") or provide limited space and little equipment for large muscle outdoor activity. Adults limit large muscle activity to a short outdoor recess time.
Adults provide large amounts of uninterrupted time for children to persist at self-chosen tasks and activities and to practice and perfect their newly developed physical skills if they choose.	Adults become impatient with children who want to repeat a task or activity again and again, OR they force children to repeat tasks that adults have selected as learning activities whether the child is interested or not.

APPROPRIATE Practice	**INAPPROPRIATE Practice**
• Adults provide many materials and opportunities for children to develop fine motor skills such as puzzles, pegboards, beads to string, construction sets, and art materials (crayons, brushes, paints, markers, play dough, blunt scissors). Although children's scribbles are more controlled than those of toddlers, and 3-year-olds will create designs with horizontal and vertical strokes, and will sometimes name their drawings and paintings, adults do not expect a representational product. Art is viewed as creative expression and exploration of materials.	• Adults expect children to demonstrate fine motor skills by cutting out figures or shapes, by coloring within the lines in coloring books or on ditto sheets, or following the teacher's directions and model to create identical art products. When children draw or paint pictures, teachers ask "What is it?" and lead children to believe that only a representational picture is valued.
• Adults provide plenty of materials and time for children to explore and learn about the environment, to exercise their natural curiosity, and to experiment with cause and effect relationships. For example, they provide blocks (that children line up first and later may build into towers); more complex dramatic play props (for playing work and family roles and animals); sand and water with tools for pouring, measuring, and scooping; many toys and tools to experiment with like knobs, latches, and any toy that opens, closes, and can be taken apart; and simple science activities like blowing bubbles, flying kites, or planting seeds.	• Adults may provide blocks and dramatic play areas but have definite ideas about how these areas should be used and restrict materials to the designated area of the room. Water play and sand play are not provided because they are too messy and difficult to supervise. Adults do not provide toys and tools to use in take-apart activities because they require too much time to clean up.
• Adults encourage children's developing language by speaking clearly and frequently to individual children and listening to their response. Adults respond quickly and appropriately to children's verbal initiatives. They recognize that talking may be more important than listening for 3-year-olds. Adults patiently answer children's questions ("Why?" "How come?") and recognize that 3-year-olds often ask questions they know the answers to in order to open a discussion or practice giving answers themselves. Adults know that children are rapidly acquiring language, experimenting with verbal sounds, and beginning to use language to solve problems and learn concepts.	• Adults attempt to maintain quiet in the classroom and punish children who talk too much. Adults speak to the whole group most of the time and only speak to individual children to admonish or discipline them. Adults ridicule children's asking of rhetorical questions by saying, "Oh, you know that."
• Adults provide many experiences and opportunities to extend children's language and musical abilities. Adults read books to one child or a small group; recite simple poems, nursery rhymes and finger plays; encourage children to sing songs and listen to recordings; facilitate children's play of circle and movement games like London Bridge, Farmer in the Dell, and Ring Around the Rosie; provide simple rhythm instruments; listen to stories that children tell or write down stories they dictate; and enjoy 3-year-olds' sense of humor.	• Adults limit language and music activities because children sometimes become too silly or loud, OR they include story time and music time only as a whole group activity and require children to participate. Adults discipline children for using silly or nonsense language.

APPROPRIATE Practice	**INAPPROPRIATE Practice**
• Adults know that 3-year-olds do not usually understand or remember the rules. Guidance reasons that are specific to a real situation and that are demonstrated repeatedly are more likely to impress young children.	• Adults expect children to remember and abide by a list of classroom rules. Children are scolded and belittled for not remembering and applying a rule.
• Adults provide a safe, hazard-free environment and careful supervision. Adults recognize that 3-year-olds often overestimate their newly developed physical powers and will try activities that are unsafe or beyond their ability (especially in multiage groups where they may model 4- and 5-year-olds). Adults protect children's safety in these situations while also helping them deal with their frustration and maintain their self-confidence ("Joel can tie his shoe because he's 5; when you're 5, you'll probably know how to tie, too.").	• Adults are careless about supervision especially when 3-year-olds are in a group of mostly 4- and 5-year-olds who are capable of more self-monitoring and control of their own bodies.

Bibliography

Elkind, D. (1974). *A sympathetic understanding of the child: Birth to sixteen.* Boston: Allyn & Bacon.

Holt, B., & Karas, S. (1986). *Iowa family day care handbook* (3rd ed.). Ames, IA: Child Development Training Program, Iowa State University.

Miller, K. (1985). *Ages and stages.* Tellshare Publishing Co., 696 Plain St., Marshfield, MA 02050.

See references on pages 14–16, 32–33, and 61.

Robert Koenig

Adults know that 3-year-olds do not usually understand or remember the rules. Guidance reasons that are specific to a real situation and that are demonstrated repeatedly are more likely to impress young children.

Subjects & Predicates

Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning

It is possible to drill children until they can correctly recite pieces of information such as the alphabet or the numbers from 1 to 20. However, children's responses to rote tasks do not reflect real understanding of the information. For children to understand fully and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more.

Developmentally appropriate practice for 4- and 5-year-olds

Developmentally appropriate teaching strategies are based on knowledge of how young children learn. Curriculum derives from many sources such as the knowledge base of various disciplines, society, culture, and parents' desires. The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Because people develop concepts from both positive and negative examples, the components of a program for 4- and 5-year-olds are described here both in terms of what is appropriate and what is *not* appropriate practice. These components overlap considerably and have been identified here for purposes of clarity only.

Marietta Lynch

Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly

Integrated Components of APPROPRIATE and INAPPROPRIATE Practice for
4- AND 5-YEAR-OLD CHILDREN

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.	• Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	• Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	• Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	• Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	• Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching strategies	• Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	• Teachers use highly structured, teacher-directed lessons almost exclusively.
	• Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	• The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	• Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	• Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
	• Children work individually or in small, informal groups most of the time.	• Large group, teacher-directed instruction is used most of the time.
	• Children are provided concrete learning activities with materials and people relevant to their own life experiences.	• Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies (*continued*)	• Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	• Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	• Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	• Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of social-emotional development	• Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	• Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	• Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	• Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.
Language development and literacy	• Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	• Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Cognitive development	• Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	• Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Physical development	• Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	• Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	• Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	• Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic development	• Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	• Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	• Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	• Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Parent-teacher relations	• Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	• Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Assessment of children	• Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.	• Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.
Program entry	• In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.	• Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.
Teacher qualifications	• Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.	• Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.
Staffing	• The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.	• Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.

INTEGRATED COMPONENTS OF APPROPRIATE AND INAPPROPRIATE PRACTICE IN *THE PRIMARY GRADES*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Curriculum is designed to develop children's knowledge and skills in all developmental areas—physical, social, emotional, and intellectual—and to help children learn how to learn—to establish a foundation for lifelong learning.	• Curriculum is narrowly focused on the intellectual domain with intellectual development narrowly defined as acquisition of discrete, technical academic skills, without recognition that all areas of children's development are interrelated.
	• Curriculum and instruction are designed to develop children's self-esteem, sense of competence, and positive feelings toward learning.	• Children's worth is measured by how well they conform to group expectations, such as their ability to read at grade level and their performance on standardized tests.
	• Each child is viewed as a unique person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum. Children are allowed to move at their own pace in acquiring important skills including those of writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. For example, it is accepted that not every child will learn how to read at age 6; most will learn to read by 7; and some will need intensive exposure to appropriate literacy experiences to learn to read by age 8 or 9.	• Children are evaluated against a standardized group norm. All are expected to achieve the same narrowly defined, easily measured academic skills by the same predetermined time schedule typically determined by chronological age and grade level expectations.
Teaching strategies	• The curriculum is integrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions. Teachers guide children's involvement in projects and enrich the learning experience by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking.	• Curriculum is divided into separate subjects and time is carefully allotted for each with primary emphasis given each day to reading and secondary emphasis to math. Other subjects such as social studies, science, and health are covered if time permits. Art, music, and physical education are taught only once a week and only by teachers who are specialists in those areas.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies **_(continued)_**	• The curriculum is integrated so that learning occurs primarily through projects, learning centers, and playful activities that reflect current interests of children. For example, a social studies project such as building and operating a store or a science project such as furnishing and caring for an aquarium provide focused opportunities for children to plan, dictate, and/or write their plans (using invented and teacher-taught spelling), to draw and write about their activity, to discuss what they are doing, to read nonfiction books for needed information, to work cooperatively with other children, to learn facts in a meaningful context, and to enjoy learning. Skills are taught as needed to accomplish projects.	• Instructional strategies revolve around teacher-directed reading groups that take up most of every morning, lecturing to the whole group, total class discussion, and paper-and-pencil practice exercises or worksheets to be completed silently by children working individually at desks. Projects, learning centers, play, and outdoor time are seen as embellishments and are only offered if time permits or as reward for good behavior.
	• Teachers use much of their planning time to prepare the environment so children can learn through active involvement with each other, with adults and older children serving as informal tutors, and with materials. Many learning centers are available for children to choose from. Many centers include opportunities for writing and reading, for example a tempting library area for browsing through books, reading silently, or sharing a book with a friend; a listening station; and places to practice writing stories and to play math or language games. Teachers encourage children to evaluate their own work and to determine where improvement is needed and assist children in figuring out for themselves how to improve their work. Some work is corrected in small groups where children take turns giving feedback to one another and correcting their own papers. Errors are viewed as a natural and necessary part of learning. Teachers analyze children's errors and use the information obtained to plan curriculum and instruction.	• Teachers use most of their planning time to prepare and correct worksheets and other seatwork. Little time is available to prepare enriching activities, such as those recommended in the teacher's edition of each textbook series. A few interest areas are available for children who finish their seatwork early or children are assigned to a learning center to complete a prescribed sequence of teacher-directed activities within a controlled time period.

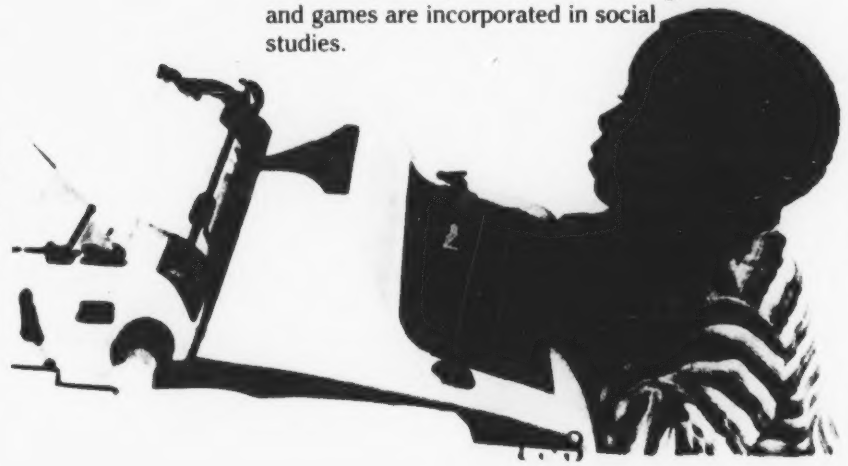
Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies *(continued)*	• Individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher. Activity centers are changed frequently so children have new things to do. Teachers and children together select and develop projects. Frequent outings and visits from resource people are planned. Peer tutoring as well as learning from others through conversation while at work or play occurs daily.	• During most work times, children are expected to work silently and alone on worksheets or other seatwork. Children rarely are permitted to help each other at work time. Penalties for talking are imposed.
	• Learning materials and activities are concrete, real, and relevant to children's lives. Objects children can manipulate and experiment with such as blocks, cards, games, woodworking tools, arts and crafts materials including paint and clay, and scientific equipment are readily accessible. Tables are used for children to work alone or in small groups. A variety of work places and spaces is provided and flexibly used.	• Available materials are limited primarily to books, workbooks, and pencils. Children are assigned permanent desks and desks are rarely moved. Children work in a large group most of the time and no one can participate in a playful activity until all work is finished.

Elisabeth Nichols

Every day, individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum	• The goals of the language and literacy program are for children to expand their ability to communicate orally and through reading and writing, and to enjoy these activities. Technical skills or subskills are taught as needed to accomplish the larger goals, not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading ability, such as: looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictating, and writing about their activities or fantasies; planning and implementing projects that involve research at suitable levels of difficulty; creating teacher-made or child-written lists of steps to follow to accomplish a project; discussing what was read; preparing a weekly class newspaper; interviewing various people to obtain information for projects; making books of various kinds (riddle books, *what if* books, books about pets); listening to recordings or viewing high quality films of children's books; being read at least one high quality book or part of a book each day by adults or older children; using the school library and the library area of the classroom regularly. Some children read aloud daily to the teacher, another child, or a small group of children, while others do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities. Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.	• The goal of the reading program is for each child to pass the standardized tests given throughout the year at or near grade level. Reading is taught as the acquisition of skills and subskills. Teachers teach reading only as a discrete subject. When teaching other subjects, they do not feel they are teaching reading. A sign of excellent teaching is considered to be silence in the classroom and so conversation is allowed infrequently during select times. Language, writing, and spelling instruction are focused on workbooks. Writing is taught as grammar and penmanship. The focus of the reading program is the basal reader, used only in reading groups, and accompanying workbooks and worksheets. The teacher's role is to prepare and implement the reading lesson in the teacher's guidebook for each group each day and to see that other children have enough seatwork to keep them busy throughout the reading group time. Phonics instruction stresses learning rules rather than developing understanding of systematic relationships between letters and sounds. Children are required to complete worksheets or to complete the basal reader although they are capable of reading at a higher level. Everyone knows which children are in the slowest reading group. Children's writing efforts are rejected if correct spelling and standard English are not used.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum ***(continued)***	• The goal of the math program is to enable children to use math through exploration, discovery, and solving meaningful problems. Math activities are integrated with other relevant projects, such as science and social studies. Math skills are acquired through spontaneous play, projects, and situations of daily living. Teachers use the teacher's edition of the math textbook as a guide to structure learning situations and to stimulate ideas about interesting math projects. Many math manipulatives are provided and used. Interesting board and card, paper-and-pencil, and other kinds of games are used daily. Noncompetitive, impromptu oral "math stumper" and number games are played for practice.	Math is taught as a separate subject at a scheduled time each day. A math textbook with accompanying workbooks, practice sheets, and board work is the focus of the math program. Teachers move sequentially through the lessons as outlined in the teacher's edition of the text. Seldom is time available for recommended "hands-on" activities. Only children who finish their math seatwork are permitted to use the few math manipulatives and games in the classroom. Timed tests on number facts are given and graded daily. Competition between children or groups of children (boys vs. girls, Row 1 vs. Row 2) is used to motivate children to learn math facts.
	• Social studies themes are identified as the focus of work for extended periods of time. Social studies concepts are learned through a variety of projects and playful activities involving independent research in library books; excursions and interviewing visitors; discussions; the relevant use of language, writing, spelling (invented and teacher-taught), and reading skills; and opportunities to develop social skills such as planning, sharing, taking turns, and working in committees. The classroom is treated as a laboratory of social relations where children explore values and learn rules of social living and respect for individual differences through experience. Relevant art, music, dance, drama, woodworking, and games are incorporated in social studies.	• Social studies instruction is included occasionally after the reading and math programs are completed. Social studies projects, usually related to holidays, consist of completing brief activities from the social studies textbook or reading a commercially developed weekly newspaper and doing the accompanying seatwork.



Elisabeth Nichols

There are many ways to learn to read, write, and spell other than basal readers, workbooks, and spellers.

BEST COPY AVAILABLE

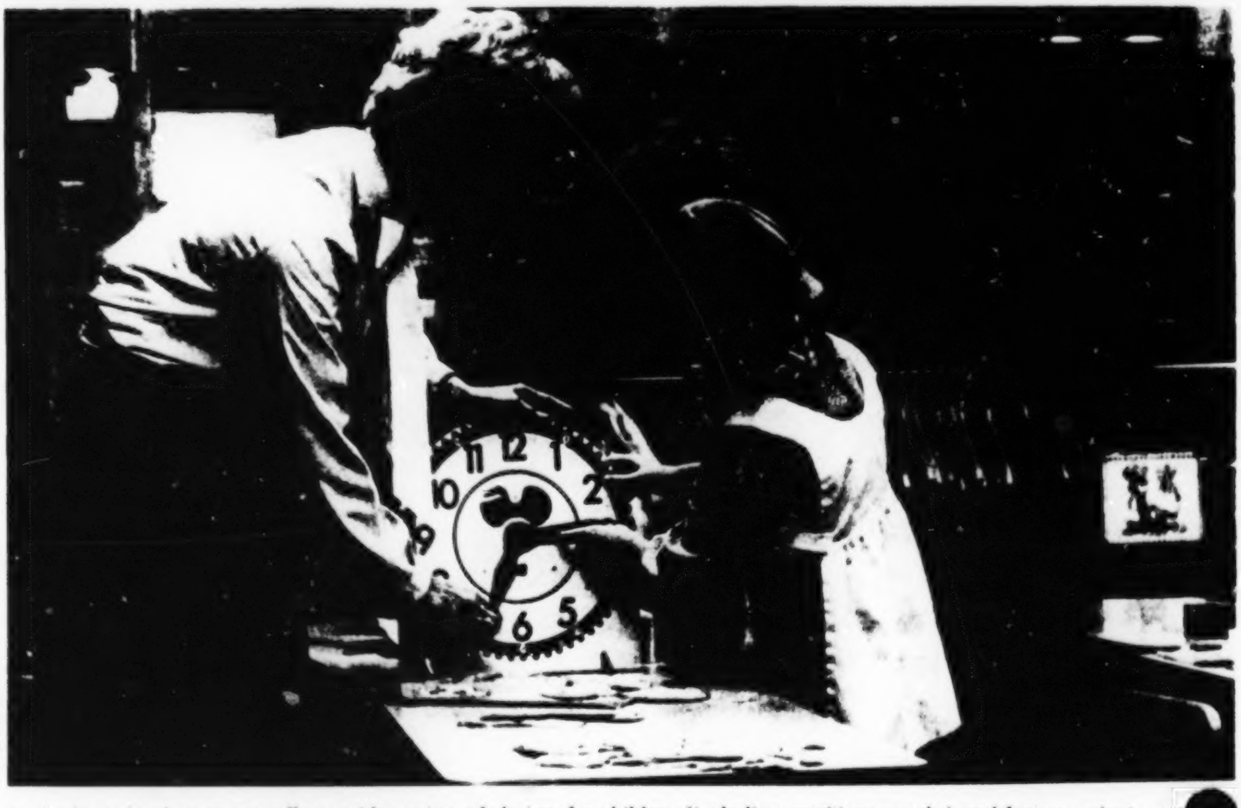
Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum ***(continued)***	• Discovery science is a major part of the curriculum, building on children's natural interest in the world. Science projects are experimental and exploratory and encourage active involvement of every child. The science program takes advantage of natural phenomena such as the outdoors, and the classroom includes many plants and pets for which children provide care daily. Through science projects and field trips, children learn to plan; to dictate and/or write their plans; to apply thinking skills such as hypothesizing, observing, experimenting, and verifying; and many science facts related to their own experience.	• Science is taught mainly from a single textbook or not at all. Children complete related worksheets on science topics. Science consists of memorizing facts or watching teacher-demonstrated experiments. Field trips occur rarely or not at all. A science area may have a few plants, seashells, or pine cones that have been there many months and are essentially ignored by the children.
	• A variety of health and safety projects (such as nutrition, dental health, handwashing) are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan and to dictate and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives.	• Health is taught with the aid of posters and a textbook. A health lesson is scheduled once a week or a unit on health is completed once a year.
	• Art, music, movement, woodworking, drama, and dance (and opportunities for other physical activity) are integrated throughout each day as relevant to the curriculum and as needed for children to express themselves aesthetically and physically and to express ideas and feelings. Specialists work with classroom teachers and children. Children explore and experiment with various art media and forms of music.	• Art, music, and physical education are taught as seperate subjects only once a week. Specialists do not coordinate closely with classroom teachers. Representational art, evaluated for approximations to reality, is emphasized. Children are expected to follow specific directions resulting in identical projects. Crafts substitude for artistic expression.
	• Multicultural and nonsexist activities and materials are provided to enhance individual children's self-esteem and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities.	• Cultural and other individual differences are ignored. Children are expected to adapt to the dominant culture. The lack of a multicultural component in the curriculum is justified by the homogeneity of the group, ignoring the fact that we live in a diverse society.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum *(continued)*	• Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely.	• Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way for children to use up excess energy).
Guidance of social-emotional development	• Teachers promote prosocial behavior, perseverence, industry, and independence by providing many stimulating, motivating activities; encouraging individual choices; allowing as much time as needed for children to complete work; and ensuring moments of private time alone with the teacher or with a close friend.	• Teachers lecture about the importance of appropriate social behavior and use punishment or deprivations (such as no recess) when children who become restless and bored with seatwork whisper, talk, or wander around or when children dawdle and do not finish their work in the allotted time. Teachers do not have time for private conversations with children and only the most able students finish their work in time for special interests or interaction with other children.
	• Children have many opportunities daily to develop social skills such as helping, cooperating, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of social skills at all times, as part of the curriculum.	• Little time is available for children to practice social skills in the classroom because they are seated and doing silent, individual work or are involved in teacher-directed groups. The only opportunities for social interaction occur on the playground, but the teacher is not present unless it is her playground duty day; therefore, children don't have a consistent, familiar adult to help them with problems.
	• Teachers promote the development of children's consciences and self-control through positive guidance techniques including: setting clear limits in a positive manner; involving children in establishing rules for social living and in problem solving of misbehavior; redirecting children to an acceptable activity; and meeting with an individual child who is having problems or with children and their parents. Teachers maintain their perspective about misbehavior, recognizing that every infraction does not warrant attention and identifying those that can be used as learning opportunities.	• Teachers place themselves in an adversarial role with children, emphasizing their power to reward acceptable behavior and punish unacceptable behavior. Their primary goal is maintaining control of the classroom. Teachers spend considerable time enforcing rules, giving external rewards for good behavior, and punishing infractions. When social conflicts arise, the teacher intervenes, separating and quieting participants, avoiding the social issue. Whether or not the teacher intends, her attitude often feels demeaning to the child.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Guidance of social-emotional development *(continued)*	• Teachers limit or contain overexposure to stimulation such as exciting, frightening, or disturbing real or fantasy events (including holidays, television programs or films, overwhelming museum exhibits, and depictions of disasters). When such events occur, teachers help children deal with excitement or fear and express feelings. Teachers know that although schoolchildren can discriminate between fantasy and reality, their capacity for absorbing stimulation is limited. Teachers recognize signs of overstimulation such as when children become silly, overly excited, and carried away in chasing or wrestling; when children try to unduly scare others by relating dramatic accounts of events or experiences; when children are unable to calm down and focus on the activity at hand; or when they become preoccupied with a frightening event. Teachers' strategy is to prevent these behaviors rather than punishing them and to provide an alternative calming activity.	• Teachers are not sensitive to signs of overstimulation in children and treat such demonstrations as misbehavior that must be punished or teachers escalate the situation by encouraging children to release pent-up energy in uncontrolled activity.
Motivation	• Teachers build on children's internal motivation to make sense of the world and acquire competence. The teacher's role is to work with the child in a supportive way toward shared goals, such as reading, writing, learning about the world, exploring science and math, and mastering the rules and skills of sports. Teachers guide individual children to see alternatives, improvements, and solutions.	• Teachers attempt to motivate children through the use of external rewards and punishments. The teacher's role is to correct errors and make sure the child knows the right answer in all subject areas. Teachers reward children for correct answers with stickers or privileges, praise them in front of the group, and hold them up as examples.
	• Through the relationship with the teacher, the child models her or his enthusiasm for learning, identifies with the teacher's attitudes toward conscientious work, and gains in self-motivation.	• The child, sensing that the teacher is struggling to keep her composure and get through the day, identifies with this attitude and emulates it.

Component	**APPROPRIATE Practice**	**INAPPROPRIATE Practice**
Grouping and staffing ***(continued)***	• Five- through 8-year-old children are assigned a primary teacher and remain in relatively small groups of 15 to 25 because so much of their learning and development is integrated and cannot be divided into specialized subjects to be taught by special teachers. Specialists assist the primary adult with special projects, questions, and materials.	• Departmentalized settings and groups of 80 or more children with a team of teachers are common. Teachers teach their special areas of interest and what they know best in isolation from one another, and children rotate among different teachers.
	• Care is taken to integrate special needs children into the mainstream classroom socially as well as physically. Care is taken to avoid isolating special needs children in a segregated classroom or pulling them out of a regular classroom so often as to disrupt continuity and undermine their feeling of belonging to the group.	• Special needs children are nominally assigned to a regular class, but almost all their instruction occurs with special teachers elsewhere in the building. These children have only a vague sense of what is happening in their regular classroom, and the classroom teacher spends little time with them because she assumes they are getting intensive treatment from the special education teacher. Special needs children may be seated together in a designated area of their regular classroom.
[illegible]cher qualifi[illegible]tions	• Teachers are qualified to work with 5- through 8-year-olds through Early Childhood Education degree programs or Elementary Education degree programs with a specialty in Early Childhood Education that includes supervised field experience with this age group and required coursework in child development and how children learn, in integrated curriculum and instructional strategies, and in communication with families.	• Elementary or secondary teachers with no specialized training or field experience working with 5- through 8-year-olds are considered qualified because they are state certified, regardless of the grade level for which their coursework prepared them.
	• Ongoing professional development opportunities are provided for primary grade teachers to ensure developmentally appropriate curriculum and instruction and to help teachers become more competent, confident, and creative.	• Teachers participate in continuing professional development to maintain certification, although development opportunities are not necessarily related to the primary age group.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Before- and after-school care	• The before- or after-school program is staffed by people trained in early childhood education, child development, and/or recreation. The program offers a wide variety of choices for children (including nutritious snacks) and features private areas, good books, sports, expeditions, clubs, and many home activities like cooking and woodworking. Children may do homework for a short period of time if they choose.	• The before- or after-school program is staffed by unqualified persons with little or no training in child development or recreation. The before- or after-school program is operated as an extension of the structured school day with children expected to do homework or occupy themselves with paper-and-pencil activities OR the program is considered babysitting and children are warehoused in large groups with few available materials.
Transitions	• Children are assisted in making smooth transitions between groups or programs throughout the day by teachers who provide program continuity, maintain ongoing communication, prepare children for the transition, involve parents, and minimize the number of transitions necessary.	• A child's day is fragmented among many different groups and programs with little attempt by adults to communicate or coordinate successful transitions.



Darla Cole

Good after-school programs offer a wide variety of choices for children (including nutritious snacks) and feature private are good books, sports, expeditions, clubs, and many home activities like cooking and woodworking.

CURRENT LEGISLATION

GENERAL LEGAL REQUIREMENTS

In October of 1988, the United States Congress passed the Art Material Labeling Law. The new law becomes effective NOVEMBER 19, 1990. The law states that every manufacturer, distributor, and retailer of art materials AND EVERY SCHOOL AND TEACHER that uses art materials has a legal responsibility to comply with statutes of the law. This responsibility extends beyond the normal product "negligence" or "gross negligence" provisions of our legal system and specifically defines what steps must be taken to insure safe use of art materials. The real purpose of the law is to help deliver safer, better labeled products to everyone involved in art education.

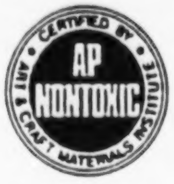
The law requires manufactures of art materials to have their products evaluated for their ability to cause chronic illness and if any products are found to contain substances that cause such illness, to label the product with a warning label stating either the limitations of use, or the hazards of use of the product. If products are deemed "safe" in that they contain no substance which has been found to cause a chronic illness then the products may be labeled as such. In order for such a determination to be fair and impartial, the manufacturer, distributor, or retailer must comply with the toxicologists evaluation criteria as established by the Consumer Product Safety Commission. The Art Material Labeling law enacts ASTM D-4236, a standard for evaluating chronic hazardous materials. Determination for appropriate arts and crafts materials labeling is generally done by the Art and Craft Materials Institute, a non-profit organization which sponsors a program to certify a broad spectrum of art and craft materials ensuring that health warning labels are affixed where appropriate on art and craft materials. The Institute has the assistance of manufacturers, art educators, artists, craft persons, and school officials for its standards development activities.

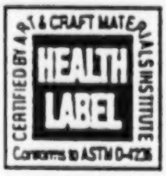
SCHOOL INSTITUTION AND TEACHER REQUIREMENTS

Schools and institutions which purchase art materials must purchase products which are labeled in accordance with the testing requirements of the Consumer Product Safety Commission. Further, schools and teachers of grades K-6 *are specifically prohibited from purchasing or using products which contain a hazardous label.* Failure to comply with these provisions may result in malpractice, civil, or professional liability claims.

HOW DO I KNOW MY SCHOOL AND I ARE IN COMPLIANCE

In order to be in compliance with the Federal law you must know that the art supplies you are using have product labeling that states that it conforms to ASTM D-4236 or know personally that it complies. An easy way to insure your compliance is to *only buy ceramic products that bear the Art and Craft Materials Institute Seals.* Look for these seals shown below.




CERTIFIED BY ART & CRAFT MATERIALS INSTITUTE
HEALTH
LABEL
Conforms to ASTM D-4236

If the products you purchase are certified to carry these seals, then you know the materials you are using are in compliance with the new law. Kindergarten through sixth grade teachers should further look to see that the product carries the AP NON-TOXIC seal. Products that contain the NON-TOXIC seal are not toxic even if ingested, inhaled, or absorbed into the skin. *These are the only type of products that should be used with younger children or anyone more susceptible to illness.*

ART AND CRAFT MATERIALS NOT RECOMMENDED FOR PREKINDERGARTEN-6 USE

The following products should never be mixed by students due to the fact that the mixing process will cause some of the fine particles of these products to become airborne and therefore a potential hazard to the lungs of those nearby. Teachers should weat dusk masks when mixing these products:

Dry Clay
Dry Tempra
Dry Glazes
Wheat Paste
Zonolite (contains vermiculite)
Plaster of Paris

The following are volatile products and present the problem of potential vapor buildup in poorly ventilated rooms:

Rubber Cement	
Rubber Cement Thinner	(hazardous solvent-based product)
Turpentine	(1/2 ounce of turpentine could be fatal if taken internally)
Solvent-Based Drawing Inks	
Epoxy Adhesives	(can cause severe skin and respiratory allergies)
Permanent Felt Markers	(the volatile solvents contained in these are highly aromatic hydrocarbons and other toxic organic solvents)
Aerosol Fixatives	(in addition to the vapor buildup problem, finely divided particles are also propelled into the air. Some fixatives e.g., LIQUITEX Workable Fixative also contain highly toxic components.)
Aerosol Spray Paint	(also propel finely divided paint particles)

ART AND CRAFT MATERIALS NOT RECOMMENDED FOR PREKINDERGARTEN-6 USE

The following products contain toxic substances which could get onto the hands and if cleanliness is not stressed into the mouth and ingested. Extremely small amounts of these substances could be harmful, especially to children.

Glazes	(those with lead, cadmium, barium, chromium, or other heavy metals)
Enamels or Paints	(those containing lead or other heavy metals)
Acrylic Paints	(some contain small amounts of ammonia, formaldehyde or other toxic preservatives and others contain highly toxic mercury)
Phosphorescent Paint	(pigmets highly toxic by ingestion or inhalation)
Fluorescent Paint	(slightly toxic)
Silk Screen Paints	(pigments may contain lead, cadmium or chromium)
Oil-Based Printing Ink	(hazardous by ingestion; also require organic solvents for clean up)
Colored Pencils	(those without the AP label may contain toxic pigments)
Oil Crayons	(those without the PA label may be toxic)
Modeling Clays	(those without the AP label may contain toxic preservatives)

In addition to all of the above, there are other products to avoid which cannot be easily grouped:

Some Food Dyes	(may cause cancer)
Cold Water or Commercial Dye	(can cause severe respiratory allergies)
Acrylic Gesso	(contains small amounts of ammonia, formaldehyde and preservatives which are irritating to the eyes and respiratory system)
Yarn	(that which has not been disinfected for bacteria and molds)
Instant Paper Mache	(may contain asbestos fibers or lead)

With the above list, you can readily see that there is potential danger to most of the products used in art. Therefore, restrict the use of these products with Prek-6 students and be certain that you are judicious in your use as well.

RESOURCES

The following resources represent a sample of those originally published in the OHIO EARLY CHILDHOOD CURRICULUM GUIDE as referenced in the acknowledgments.

SPECIAL NEEDS RESOURCES

Chinn, P. C., & Hughes, S. H., (1982). "Cultural Diversity and Exceptionality." N. G. Haring, Ed. *Exceptional Children and Youth* pp. 371-390. Columbus, OH: Merrill Punlishing.

Fewell, R., & Vadasy, P. F., Eds. (1986). *Learning Through Play - Birth to Three Years.* Allen, PA: DLM Teaching Resources.

Flynn, R., & Nitsch, K., Eds. (1980). *Normalization, Social Integration and Community Services*, Baltimore, MD: University Park Press.

Gaylord-Ross, R. (1989). *Integration Strategies for Students With Handicaps.* Baltimore, MD: Paul H. Brooks Publishing.

Guralnick, M. J. (1978). *Early Intervention and the Integration of Handicapped and Nonhandicapped Children.* Baltimore, MD: University Park Press.

Hanson, M. J., Ed. (1984). *A Typical Infant Development.* Austin, TX: Pro-Ed.

Linder, T. W. (1990). *Transidisciplinary Play Based Assessment.* Baltimore, MD: Paul H. Brookes Publishing.

Orelove, F. P., & Sobsey, D. (1987). *Educating Children With Multiple Disabilities: A Transdisciplinay Approach.* Baltimore, MD: Paul H. Brookes Publishing.

Piper, D., (1986). "Language Growth in the Multiethnic Classroom." *Language Arts,* 63(1), 23-26.

Servis, B. (1988). *Students With Special Health Care Needs.* Washington, DC: Association for the Care of Children's Health.

Snell, M., Ed. (1987). *Systematic Instruction of Students With Moderate and Severe Handicaps* (3rd Ed.). Columbus, OH: Merrill Publishing.

COGNITIVE RESOURCES

Baroody, A. J. (1987). *Children's Mathematical Thinking.* New York, NY: Teachers College Press.

Biological Science Curriculum Study. (1989). *New Designs for Elementary Science and Health.* Dubuque, IA: Kendall Hunt Publishing Company.

Clements, D. H. (1985). *Computers in Early and Primary Education.* Englewood Cliffs, NJ: Prentice-Hall.

Gelman, R. and Gallistel, C. R. (1978). *The Child's Understanding of Number.* Cambridge, MA: Harvard University Press.

Kamii, C., & DeVries, R. (1976). *Piaget, Children and Number.* Washington, DC: National Association for the Education of Young Children.

Kamii, C. (1982). *Number in Preschool and Kindergarten.* Washington, DC: National Association for the Education of Young Children.

Nielsen, M. (1989, Fall). *" Integrative Learning for Young Children: A Thematic Approach." Educational Horizons,* 19-24.

AFFECTIVE-COMMUNICATIVE RESOURCES

Derman-Sparks, L. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children.* Washington, DC: National Association for the Education of Young Children.

Nelson, M. R. (1987). *Children and Social Studies: Creative Teaching in the Elementary Classroom.* Harcourt Brace Janovich.

Ramsey, P. (1987). *Teaching and Learning in a Diverse World: Multicultural Education for Young Children.* New York, NY: Teachers College Press.

Sunal, C. S. (1990). *Early Childhood Social Studies.* Merrill Publishing.

CITATION BIBLIOGRAPHY

Bredekamp, S., Ed. (1986). *Developmenatlly Appropriate Practice.* Washington, DC: National Association for the Education of Young Children.

Bredekamp, S., Ed. (1986). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8.* Washington, DC: National Association for the Education of Young Children.

Bredekamp, S., Ed. (1988). *Testing of Young Children: Concerns and Cautions.* Washington, DC: National Association for the Education of Young Children.

Derman-Sparks, L. (1989). *Anti-Bias Curriculum.* Washington, DC: National Association for the Education of Young Children.

Elkind, D. (1976). *Child Development and Education.* New York, NY: Oxford University Press.

Hohmann, M., Barnet, B. and Weikart, D. (1979). *Young Children in Action .* Ypsilanti, MI: High Scope Press.

Johnson, J., Christie, & Yawkey, T. (1987). *Play and Early Childhood Development.* Glenview, IL: Scott, Forsman.

National Association for the Education of Young Children (1990). *Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8.* Young Children, March 1991.

Saifer, S. (1990). *Practical Solutions to Practically Every Problem.* The Early Childhood Teacher's Manual.

Singer, J. L. (1977). "Imagination and Make-Believe Play in Early Childhood: Some Educacatopma; O,[;ocatopms." Journal of Mental Imagery, 1, 127-144.

RESOURCE BIBLIOGRAPHY

Adcock, D. & Segal, M. (1983). *Making Friends: Ways of Encouraging Social Development in Young Children.* Englewood Cliffs, NJ: Prentice-Hall.

Badger, Earladeen, Ph.D. (1981). *Infant/Toddler: Introducing Your Child to the Joy of Learning.* USA: Instructo/McGraw-Hill.

Bredekamp, S., & Shepard, L. (1989). "How Best to Protect Children From Inappropriate School Expectations, Practices, and Policies." *Young Children,* 44(3), 14-24.

Bromwich, R. M. (1981). *Working With Parents and Infants: An Interactional Approach.* Baltimore, MD: University Park Press.

Castle, K. (1983). *The Infant Toddler Handbook.* Atlanta, GA: Humanics, Ltd.

Cataldo, C. Z. (1983). *Infant and Toddler Programs.* Reading, MA: Delmar.

Catron, D. E. & Allen, J. (1988). *The Creative Play Curriculum.* Knoxville, TN: The University of Tennessee Research Corporation.

Clements, D. H. (1985). *Computers in Early and Primary Education.* Englewood Cliffs, NJ: Prentice-Hall.

Coletta, A. J., & Colette, K. (1986). *Year Round Activities for Two-Year Old Children.* West Nyack, N. Y.

Deery, P., & Ham, C. (1989). *Helping Baby Grow.* Minneapolis, MN: T. S. Denison.

Dodson, F., & Alexander, A. (1986). *Your Child: Birth to Age 6.* New York, NY: Simon & Schuster.

Fewell, R., & Vadasy, P. (1983). *Learning Through Play - Birth to Three Years.* Allen, TX: DLM Teaching Resources.

Fleming, B. M. & Hamilton, D. S. & Hicks, J. P. (1977). *Resource for Creative Teaching in Early Childhood Education.* New York, NY: Harcourt, Brace, Jovanovich.

Ginsburg, H. & Opper, S. (1988). *Piaget's Theory of Intellectual Development.* Englewood Cliffs, NJ: Prentice-Hall.

Gordon, Ira, J. (1970). *Baby Learning Through Baby Play.* New York, NY: St. Martin's Press.

Greenberg, P. (1989). "Learning Self-Esteem and Self-Discipline Through Play." *Young Children* (4492), 28-31.

Greenberg, P. (1990). "Why Not Academic Preschool? (Part I)," *Young Children,* 45(2), 70-80.

Greenman, J. (1988). *Caring Spaces, Learning Places: Children's Environments That Work.* Redmond, WA: Exchange Press

Harlan, J. (1984). *Science Experiences for the Early Childhood Years.* Columbus, OH: Merrill Publishing.

Harlan, J. (1988). *Science Experiences for the Early Childhood Years.* Columbus, OH: Merrill Publishing.

Harms, T. & Clifford, R. (1980). *The Early Childhood Environment Rating Scale.* New York, NY: Teachers College Press.

Henniger, M. L. (1987). "Learning Mathematics and Science Through Play." *Childhood Education,* 63(3), 167-171.

Indenbaum, B. & Shapiro, M. (1983). *The Everything Book for Teachers of Young Children.* New York, NY: Partner Press, Michigan Barron's Educational Series.

Miller, K. (1984). *Things to Do With Toddlers and Twos.* Marshfield, MA: Telshare.

National Association of State Boards of Education. (1988). *Right From the Start: The Report of the NASBE Task Force on Early Childhood Education.* Alexandria, VA: Author.

Schweinhart, L. J. & Weikart, D. P. (1988). "Education for Young Children Living in Poverty: Child-Initiated Learning or Teacher Directed Instruction?" The Elementary School Journal, 89(2), 213-225.

Seefekdtm, C. (Ed.). (1986). *The Early Childhood Curriculum: A Review of Current Research.* New York, NY: Teachers College Press.

Sparling, J. & Lewis, I. (1979). *Learning Games for the First Three Years.* New York, NY: Walker.

Sylva, K., Burner, J. S., & Genosa, P. (1974). *The Role of Play in the Problem-Solving of Children 3-5 Years Old.* New York, NY: Basic Books.

Weston, D., Ivins, B., Zuckerman, B., Jones, C., & Lopez, R. (1989). "Drug Exposed Babies: Research and Clinical Issues". *Zero to Three,* 9(5), 1-7).

BIBLIOGRAPHY For Early Childhood Educators

The following resources represent a collection shared by Lindsey-Dematteis as referenced herein.

CLASSROOM MANAGEMENT

Emmer, Edmund; Evertson, Carolyn. Classroom Management for Elementary Teachers. Prentice-Hall. 1984.

Froyen, Len. Classroom Management: Empowering Teacher-Leaders. Merrill. 1988.

Marion, Marian. Guidance of Young Children. Second Edition. Merill. 1987.

Wasserman, Selma. Serious Players in the Primary Classroom. Teachers College Press. 1990.

EARLY LITERACY

Cochran, Orin and Donna. Reading, Writing and Caring. Whole Language Consultants. 1984.

Fields, Marjorie; Lee, Dorris. Let's Begin Reading Right. Merrill. 1987.

Goodman, Kenneth S.; Goodman, Yetta M.; Hood, Wendy J. The Whole Language Evaluation Book. Heinemann. 1989.

Hansen, Jane; Newkirk, Thomas; Graves, Donald. Breaking Ground: Teachers Relate Reading and Writing in the Elementary School. Heinemann. 1985.

Johnson, Terry D. and Louis, Daphne R. Literacy Through Literature. Scholastic-TAB. 1987.

Reading Is Only the Tiger's Tail. Peguis. 1986.

Schickedanz, Judith. More Than ABC's: Early Stages of Reading and Writing. NAEYC. 1986. $6

DEVELOPMENTAL CHARACTERISTICS

Ames, Louise Bates and Ilg, Frances L. Your Five Year Old. Delta. 1981.

Ames, Louise Bates and Ilg, Frances L. Your Six Year Old. Delta. 1981.

Ames, Louise Bates and Haber, Carol Chase. Your Seven Year Old. Delta. 1987.

Gesell, Arnold et al. The Child from Five to Ten. Harper-Row. 1977.

DEVELOPMENTALLY APPROPRIATE PRACTICE

Appropriate Education in the Primary Grades. NAEYC. 1988. $10/100 copies.

Bredekamp, Sue, Editor. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. NAEYC. 1986. $5.

Good Teaching Practices for 4 - and 5-Year-Olds. NAEYC. 1986. $10/100 copies.

Uphoff, Jim, Editor. Dialogues on Developmental Currculum: K-1. Programs for Education, Inc. 1987.

Katz, Lilian G. and Chard, Sylvia G. Engaging Children's Minds: The Project Approach. Ablex Publishing Co., Norwood, N.J. 1989.

Kamii, Constance. Editor; Achievement Testing in the Early Grades: The Games Grown-ups Play. NAEYC. 1990.

GENERAL BACKGOUND

Bauch, Jerold P., Editor. Early Childhood Education in the Schools. NEA.

Elkind, David. Miseducation: Preschoolers at Risk. Knopf. 1987.

Elkind, David. The Hurried Child. Addison-Wesley. 1981.

Forman, George E. and Kuschner, D.S. The Child's Construction of Knowledge: Piaget for Teaching Children. NAEYC. 1983. $6.

Kagan, Sharon L. and Zigler, Edward F., Editors. Early Schooling. Yale University Press. 1987.

Kamii, Constance. Leading primary education toward excellence: Beyong worksheets and drill. Young Children. 40(6), 3-9. 1985.

NASBE. Right from the Start. National Association of State Boards of Education. 1988.

Peck, J.; McCaig, G.; Sapp, M.E. Kindergarten Policies: What Is Best for Children? NAEYC. 1988. $6.

Warger, Cynthia, Editor. A Resource Guide to Public School Early Childhood Programs. ASCD. 1988.

CURRICULUM

Barrata-Lorton, Mary. **Workjobs**. Addison-Wesley.

------------------. Mathematics Their Way. Addison-Wesley.

Burk, Donna; Allyn Snider; Paula Symonds. **Box It or Bag It Mathematics, Teachers Resource Guide, First-Second**. Bassett Press. 1988.

Chaille, Christine, and Lory Britain. **The Young Child As Scientist: A Constructivist Approach To Early Childhood Science Education**. Harper-Collins. 1991.

Derman-Sparks, Louise. **Anti-Bias Curriculum: Tools for Empowering Young Children**. NAEYC. 1989.

Dunn, Susan, and Rob Larson. **Design Technology: Children's Engineering**. The Falmer Press. 1990.

Harcourt, Lalie. **Explorations for Early Childhood** (Mathematics, Kindergarten). Addison-Wesley. 1988.

Kunjufu, Jawanza. **Developing Positive Self-Images and Discipline in Black Children**. African-American Images. 1984.

Whitin, David; Heidi Mills; Timothy O'Keefe. **Living and Learning Mathematics: Stories and Strategies for Supporting Mathematical Literacy**. Heinemann. 1990.

NAECY books can be ordered from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

Lindsley-Dematteis
4/10/90 discl
Revised 8/91 bibhawai

A few more we thought you should have:

Gilbert, L. (1984). *I Can Do It! I Can Do It!* Gryphon House, Inc.: Mt. Rainier, MD.

Hirsch, E. S., (1984). *The Block Book.* National Association for the Education of Young Children: Washington, D.C.

Labinowicz, Ed. (1980). *The Piaget Primer: Thinking, Learning, Teaching.* Addison-Wesley Publishing Co.: Reading, Mass.

Mitchell, G., & Chmela, H. (1987). *I am! I Can!* Telshare Publishing Co., Inc: Marshfield, Mass.

Pitts, A., & Pitts, M. (1990). *Room To Grow: How To Create Quality, Early Childhood Environments.* Texas Association for the Education of Young Children. Austin, TX.